E-safety in schools-

The Results of the London E-safety Survey and The Impact on Schools

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on behalf of
The London Grid for Learning Esafety Board

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Executive Summary

What do 17,000 children in London tell us about online safety?

The London Grid for Learning (LGfL) has published the results of the London eSafety survey. Although undertaken last year, the results of over 17,000 children took considerable time to analyse and we are grateful to Peter Twining from the Open University both for his advice and support from a Phd student.

LGfL has published the presentation, Helen Warner from 3BM Education Partners and Christian Smith from Strictly Education – both members of the LGfL eSafety Board, gave at BETT this year.

Key conclusions are:
- Overwhelmingly, most children are having fun online and they experience little of concern and do not put themselves at risk.
- Esafety Education is having impact, but mainly on KS2.
- Y5-6 is a watershed period.
- Home is where young people have most access and face risks, only likely to increase with widening mobile access.
- Schools' access is important, and could perhaps be improved.
- Online bullying is a significant issue for those affected.
- Gender stereotypes are strong online.
- Significant numbers of boys are playing age inappropriate games.
- High risk behaviours displayed by c3%.
- Boys are as much at risk as girls.
- Parents' knowledge is very important.

Key messages for schools:
- Embed an eSafety programme throughout all years and ensure pupils know how to report concerns or issues.
- Model good behaviour.
- If in London - use the LGfL for resources, policy and curriculum content
- Find out about the children in your own class / setting.
- Tackle gender issues; caring and relationships within curriculum (e.g. PHSE).

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- Violence in gaming - explore options for getting students engaged in pro-social experiences.
- Access - consider use of after school "computing clubs".
- Keep parents advised with eSafety advice throughout the year.
- Never over react or ignore reports – make sure you have staff training.

Key messages for parents:
- Talk with your child about what they do online.
- With younger (primary) pupils – keep the computer in a shared area.
- Monitor the games and videos your child plays to ensure age appropriate or that the messages in them are sound.
- Do not assume that risks are less because children are younger.
- Enable parental controls and consider younger and most vulnerable users on shared devices where possible.
- Never over react or ignore reports and seek help from school staff or online parental support.

Lessons have been learnt from the 2013 survey and the eSafety group will be making changes to the 2015 edition.
The presentation can be found at: http://www.lgfl.net/esafety/Pages/E-safety-Survey.aspx

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Context: The Changing Face of E-safety In Schools- Working With the Byron Review.

"Children and young people need to be empowered to keep themselves safe – this isn't just about a top-down approach. Children will be children – pushing boundaries and taking risks. At a public swimming pool we have gates, put up signs, have lifeguards and shallow ends, but we also teach children how to swim."
p2 Byron 2008

Technology for Everyone

The 2013 report by OFCOM "Media Use and Attitudes in the Nations" highlights significant change in the way young people access and consume media in comparison to earlier studies by the same group.

Key findings included

- *"In each of the four nations over 90% of children aged 5-15 have access to, and over 80% of children use, the internet at home*
- *Children aged 5-15 in England and Wales are more likely than the UK average to own a mobile phone, and smartphone ownership among 5-15s has increased in all four nations since 2011.*
- *5-15 year olds in England and Northern Ireland spend more time using the Internet in a week than they did in 2011 (an increase of 1.1 hours to 11.5 hours per week in England and an increase of 1.9 hours to 10.7 hours in Northern Ireland).*
- *Concern about content on the Internet has fallen since 2011 among parents in England and Northern Ireland, but not among parents in Scotland and Wales.*
- *Children in England are more likely than they were in 2011 to say they would most miss their mobile phone, and less likely than in 2011 to say they would most miss the Internet."*
  Ofcom 2013

This change in the ways and ages at which technology is reported to be understood to be used to exchange and access information and media is key to the change within schools to ensure protective strategies and education are in place rather than technology based systems that hide unwanted content and communications which for many schools began with the Byron Review.

Education vs. Protection

In 2008, the "Safer Children in a Digital World" report was published after 6 months of research into the use, and abuse, of technology by pupils in the United Kingdom. The review was critical in moving thinking and assumptions in the way we use and secure online tools and technologies as part of the learning experience and social development of our pupils.

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One of the key outcomes of the report, was the development of UKCCIS (United Kingdom Council for Child Internet Safety), a group of more than 200 organisations across Government, Industry and Education who work collaboratively to keep children safe online. From this group, we have seen since 2008, a code of practice drawn up by Internet Service Providers about parental controls, advice for industry on e-safety messages, social networking, moderation and chat as well as collation and commissioning of a large body of e-safety research from such noted authorities as Tanya Byron, Reg Bailey and Sonia Livingstone.

UKCCIS is a core body that not only leads developments, but also indicates the way forwards when it comes to E-safety in education.

While earlier studies such as Becta's 2006 "Developing Whole School Policies to Support Effective Practice" and the 2005 "UK Kids Online" report had provided significant focus and support for schools in keeping young people safe when online that linked closely with the Governments "Every Child Matters" agenda ("Staying Safe"). It was not until the Byron Review that the disparity between school and home life was proven to be wider than expected, but also that many of our young people were experiencing issues at a much younger age than had previously been assumed.

It was the Byron Report analogy of swimming to the use of web technologies, that for many schools began to clarify and crystalise the actual need of e-safety rather than e-blocking. Identify that safety tools such as rubber rings, and lifeguards (filter and alert buttons) are still in place in pools, but we still teach our young people to swim (surf), first in the shallow protected waters and gradually removing overt safety tools to allow them to enter deeper waters on their own, secure in the knowledge of their abilities.

This analogy, was significantly helpful in reminding schools and Regional Broadband Consortiums (RBC's) such as the London Grid, that education, not prevention, is the key to protecting our young people, particularly when a significant part of their online use was outside of the 'safety' of the schools network.

"Finally, all this must not be a top-down approach that is based on what we as adults do to protect children and manage their online behaviour. The process of increasing the understanding and management of the online world and ensuring the safety of our children must take place in a way that is collaborative. We, the adults, must learn from children and young people themselves as well as empowering them to take responsibility for their own online behaviours."

P109 Byron (2008)

As a response to the Byron Review findings and judgements, agencies such as BECTA (British Educational Communications and Technology Agency) and Ofsted began to reshape their message to reflect an approach to e-safety that focussed on educating

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children to deal with these issues wherever they face them, rather than blocking all access from them.

PIES (Policy, Infrastructure, Education, Standards)

The 2008 BECTA guidance "Safeguarding Children in a Digital World: Developing an LSCB (Local Safeguarding Children's Board) E-safety Strategy" identified the key role that Local Authorities and LSCB's had to "co-ordinate and ensure the effectiveness of what their member organisations do both individually and together to safeguard and promote the welfare of children." (p1 Crowne, 2008) in a world with increasing, but as yet unexploited, access to handheld and mobile technologies.[1]

To support LSCB Officers and Local Authority advisors, BECTA advised the use of the PIES model, which was adopted across many LA's and schools as the basis of good practice of a more education focussed e-safety agenda.

PIES was not a "one size fits all" model of documentation, designed to be copied and pasted into every school to solve the same problems, but instead identified that different schools and areas had different problems and may already have working solutions. Instead, the model focuses on a "tripod" of Policy, Education, and Infrastructure, all of which are overseen and measured by standards. The three "legs" of the model must all be in place to have a balanced and solid approach to e-safety that allowed for education as well as technology to be a key tool in the safeguarding of pupils in schools.

(Figure 1- the PIES Model, 2008 Becta)

The PIES model supported schools and organisations to create a strategy to ensure they were providing a safe environment for all users, while equipping learners with skills needed to reduce and prepare for risks, understanding the dangers their actions could cause and respond appropriately to issues when they happen.

This model however did not neglect the need to ensure that technologies are used responsibly in order to support effective learning and teaching but still providing a safe and secure learning space as part of Duty Of Care.

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[1] The iPod touch was only 6 months old at this point, iPad was still 2 years away, and previous attempts at tablet computers in schools had not been successful in the experience of my Local Authority.

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Alongside Byron, the PIES model highlighted clearly the need to not only provide a secure and robust technological solution, but also that e-safety was defined by its policy and implementation as well as the education and training programme for the school community.

Staff need to be confident and appropriate in the way they dealt with issues and disclosures and in their own online use and history as much as they do about understanding the potential risks of stranger danger.

"It must be recognised that e-safety is not a technological issue and is not limited to settings where children have access to technology. Likewise, responsibility for e-safety must not be delegated to technical colleagues or those with a responsibility for ICT, but must be firmly embedded within safeguarding policies, practices and responsibilities."
P11 Becta, (2008)

Inspection

"Although agencies that do provide online access have a duty to ensure that their technological infrastructure is safe and secure, filtered and monitored, and that appropriate acceptable-use policies are in place (see also Section 3 below), e-safety responsibilities extend much further."
P11 Becta 2008

This 2008 guidance began to acknowledge that e-safety was a much more challenging, and whole school, area than just ensuring that the school had appropriate filters designed to block inappropriate content and contact in lessons and needed to encompass a more educational led model that trained young people to minimise their own risks as well as understand what to do if those risks were met outside of school.

This change in focus was reflected in advice and guidance from Ofsted on in section of E-safety in the 2010 report "Safe Use of New Technologies"

"…schools where provision for e-safety was outstanding all used 'managed' systems to help pupils to become safe and responsible users of new technologies. 'Managed' systems have fewer inaccessible sites than 'locked down' systems and so require pupils to take responsibility themselves for using new technologies safely."

"..schools which used 'locked down' systems kept their pupils safe while in school, such systems were less effective in helping them to learn how to use new technologies safely. These pupils were therefore more vulnerable overall."

P4 Becta 2010

In a press release at the time of the report, HM Chief Inspector, Christine Gilbert said

"The schools where provision for e-safety was outstanding were helping students to become safe and responsible users of technology by allowing them to manage their

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own risk. Pupils were more vulnerable overall when schools restricted access to almost every site because they were not given enough opportunities to learn how to assess and manage risk for themselves.

In an example of best practice, pupils were helped from an early age to assess the risk of accessing sites and therefore gradually acquired skills that would help them adopt safe practices even when they were not supervised."
Gilbert (2010) http://www.ofsted.gov.uk/news/students-safest-using-internet-when-they-are-trusted-manage-their-own-risk

This change in focus by the HM Inspectors led to a renewed focus by schools to ensuring their policy and practice that was also secure, particularly at a time when the London Grid and other RBCs had just updated filtering tools.

Patterns of Use in Vulnerable Children

In 2011, Stephen Carrick-Davies published the report "Munch, Poke, Ping" on behalf of the Teacher Development Agency (TDA). This report focussed on the online behaviours of young people identified as "vulnerable" from within Pupil Referral Units (PRU's) across the United Kingdom. While much of the report confirmed findings of other research, it clearly highlighted behaviours and patterns of the use of technology that had not been examined previously, especially in regards to the use of social media and mobile technologies such as BBM (Blackberry Messenger) and Facebook.

The report highlighted the social behaviours of pupils that found themselves going without sleep or social interaction, instead choosing to stay up till the small hours of the morning in contact with peers. This was particularly interesting for secondary school leaders who saw it as a significant, and important understanding of some of their pupils habits and behaviours in school.

"I go to bed like at 2 o'clock in the morning cause I'm texting. When my pinger's gone to sleep that's when I go to sleep. If there's no-one to ping, I'll go to sleep. If <name> is up on Ping till 6am, I would stay up all night." Student from Focus Group
p33, Carrick Davies 2011

The report was also one of the first to talk specifically about some of the ways in which social networking tools were used as part of conflicts and disagreements between young people, and how these online arguments spilled into real life and "revenge" attacks, something which many schools are having to deal with when it spills back into the classroom.

"One of the young people mentioned that the mobile phone had led to increased risk of harassment/intimidation by others (peers). They spoke about there being no mediation by adults (teachers, parents, law) when conflict took place …. Online conflicts then spilled over into 'real' life with Facebook accounts set up with sole purpose of getting at someone"
p38 Carrick Davies, 2011

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While this report was a small scale sample, and with a very specific focus group of students involved, the outcomes and case studies it has drawn up were ones that were recognised across schools, who saw the report began to realise the distinct challenge between keeping the pupils (and staff) educated, and the way in which young people actually utilised tools outside of the classroom environment as part of their social identity and lifestyles.

""More and more Facebook-style bullying issues and confrontations are arriving without warning in the classroom through mobiles (not PCs). All our YP, despite their socio-economic group, have mobile phones, most with Internet access. We have seen serious incidences of grooming through mobile using a mixture of SN and conversations." PRU teacher from survey"
P37 Carrick Davies 2011

Contact, Conduct and Content- The Impact of the Byron Report

"When thinking about risks on the Internet and in online gaming I have chosen the very useful grid set out below …. to give some structure to the potentially broad ranging set of factors that constitute 'risk' in this area. It is important to remember that there is overlap between some of these categories and boundaries are sometimes blurred. In using these three categories on Content, Contact and Conduct, my definition of "potentially harmful or inappropriate material", in practice, has been broader than I initially expected."

P16, Byron, 2008

The development of the Contact, Conduct and Content differentiation by the EU Kids Online report (2007) and then extended further by Byron as part of the 2008 report, has become the core of much of the educational programmes available to schools through agencies like UKCCIS, CEOP, SWGfL and Parentzone.

	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	Adverts Spam Sponsorship Personal info	Violent/hateful content	Pornographic or unwelcome sexual content	Bias Racist Misleading info or advice
Contact (child as participant)	Tracking Harvesting personal info	Being bullied, harassed or stalked	Meeting strangers Being groomed	Self-harm Unwelcome persuasions
Conduct (child as actor)	Illegal downloading Hacking Gambling Financial scams Terrorism	Bullying or harassing another	Creating and uploading inappropriate material	Providing misleading info/ advice

However, it is clear from experience that much of the work delivered in the classroom focuses on the core "Staying Safe" elements of Sexual and Aggressive behaviors that are embedded as part of the PSHE and Citizenship schemes of work, as well as ICT/Computing Programme of Study.

Schools are well versed and focused on the safety of young people. Schools not seen as failing by external measurements have; clear anti-bullying strategies, acceptable use policies for the internet, reporting tools and a clear CPD and educational plan for e-safety. Popular resource sites like CEOP and Cyber Café are excellent at supporting the behavioral and sexual aspects of the curriculum, however it is significantly more difficult for schools to approach and target effectively educational activities in the understanding and exploring more "media literate" aspects of Byron's table,

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included under Commercial and Values based activities. Particularly when it comes to the education and teaching of subjects and topics that are difficult to conceptualise and explore in a primary classroom by non-specialist teachers.

"How am I supposed to teach copyright to my pupils, when I don't actually understand what I can and can't do myself?" Teacher A in staff training

The Internet as a Source of Information

"The internet offers an enormous range of information of differing nature and quality, with fewer gate-keepers or editorial checks than those which exist in the print media. Moreover, there is now the ability for users to create, upload and share their own content. Over and above the question of whether content is appropriate or not for children, there are risks involved in children not being able to determine for themselves the quality of content. Surveys of children between the ages of 9-19 show that children are confused by whether information is trustworthy " (Livingstone and Bober, 2005) quoted P52, Byron 2008

Copyright is a key issue for teachers, knowing that they need to talk about digital rights and ownership of content on the web, particularly when it relates to music, movies and TV shows that students will openly admit to downloading illegally. But teachers find digital rights difficult to understand and to explain, and routinely will copy and paste images from the internet themselves, with no awareness or understanding of Creative Commons or that those images too, belong to someone online.

While much time is spent in schools exploring and refining research and library skills as part of literacy activities, we see little training in the classroom outside of this of effective internet searching, and in particular understanding how search results actually happen, how information actually gets onto the internet or how it can be used once it is online within legal boundaries.

The Key Stage Three National Strategy for ICT identified this as a core area, and developed a unit of work that looked at "Information Validity and Reliability".

While this unit was delivered in many schools as part of the Y8 scheme of work, it was rarely referred to (or known about) by other teachers, and wasn't used by teachers at primary school, who were already teaching children how to "Google" for answers to questions, with little understanding of the concepts and search theories behind such actions.

Teachers openly admit as part of training sessions to using the first site that Google brings up for them, failing to check information about other sources and sites to triangulate the information. Many staff and students do not understand how sites like Wikipedia are edited and updated instead using it as a "trusted" source of information.
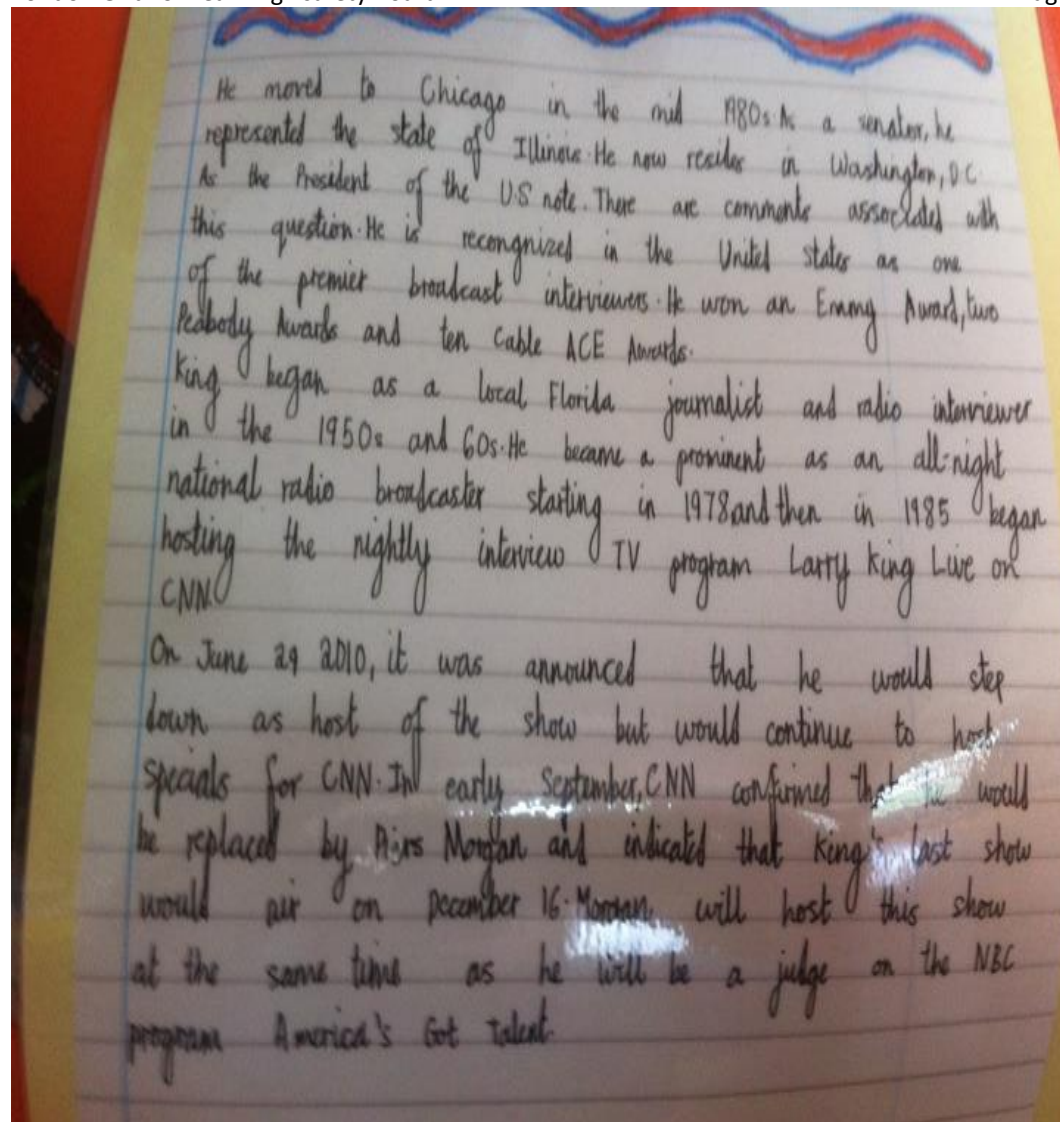
For many of our pupils, ask.com and Wikipedia are their first places of information,

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with little ability to identify bias, misleading information or use simple strategies to identify and reference where the information was sourced.

The piece of work overleaf (used by kind permission of the school and teacher involved), was part of a Year 4 Black History Month display. The work, about President Obama, had been marked ("9/10, well done"), laminated and put on display in the school hall.

Instead of writing about President Obama, the young man in question had copied and pasted (in his own handwriting no less) information directly from Ask.com and Wikipedia about Pres. Obama, before moving onto information Larry King and Piers Morgan, including annotation notes from the Ask.com answer!

At no point, had this outcome been challenged, identified or noticed, and in fact had been marked and celebrated among other works as "well done", when it simply was a work of plagiarism.

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He moved to Chicago in the mid 1980s. As a senator, he represented the state of Illinois. He now resides in Washington, D.C. As the President of the U.S note. There are comments associated with this question. He is recognized in the United States as one of the premier broadcast interviewers. He won an Emmy Award, two Peabody Awards and ten Cable ACE Awards.

King began as a local Florida journalist and radio interviewer in the 1950s and 60s. He became a prominent as an all-night national radio broadcaster starting in 1978 and then in 1985 began hosting the nightly interview TV program Larry King Live on CNN.

On June 29 2010, it was announced that he would step down as host of the show but would continue to host specials for CNN. In early September, CNN confirmed that he would be replaced by Piers Morgan and indicated that King's last show would air on December 16. Morgan will host this show at the same time as he will be a judge on the NBC program America's Got Talent.

Larry King

From Wikipedia, the free encyclopedia

This article is about the television host. For similarly named persons, see Lawrence King (disambiguation).

Lawrence Harvey "Larry" King (born November 19, 1933) is an American television and radio host.

He is recognized in the United States as one of the premier broadcast interviewers. He has won an Emmy Award, two Peabody Awards, and ten Cable ACE Awards.

King began as a local Florida journalist and radio interviewer in the 1950s and 1960s. He became prominent as an all-night national radio broadcaster starting in 1978, and then, in 1985, began hosting the nightly interview TV program *Larry King Live* on CNN.

On June 29, 2010, it was announced that he would step down as host of the show but would continue to host specials for CNN.[1][2] In early September, CNN confirmed that he would be replaced by Piers Morgan.[3][4] King's last show aired on December 16, 2010.[5]

Answer:

Barack Obama was born in Honolulu, Hawaii but has lived many places since.

From age 6 to 10 he lived in Indonesia after which he moved back to Hawaii and finished high school. He attended Occidental College in Los Angeles for a year before moving on to New York City to attend Columbia University. He later earned a law degree from Harvard in Cambridge, Massachusetts.

He moved to Chicago in the mid 1980s. As a senator, he represented the state of Illinois. He now resides in Washington, D.C. as the President of the U.S.

Note: There are comments associated with this question. See the discussion page to add to the conversation.

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Whilst this example can be seen as humorous and an extreme example, it can also be seen as an example of the lack of clarity and understanding of our teachers and pupils of the use of the internet as a research source, and how this behavior should be challenged when appropriate. Providing lessons on how to "Google" is not enough, users must be savvy, confident and competent users of Internet information, being able to make sensible choices about the way they get educated and informed

"Evaluating content online is a crucial skill that children will inherently get better at (due to brain development), but they still need guidance from adults as they develop these skills"
P52, Byron, 2008

Impact
The addition of the phrase *"use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content"* to the Key Stage 2 scheme of work for Computing (Current 2013 draft[2]) is important. Ensuring that media literacy and understanding of the way in which information needs to be evaluated is part of the standard delivery and use of technology across the school as ICT becomes a tool for learning as well as a subject.

The new curriculum identifies that pupils and staff need to have a clear understanding of how the internet search tools of choice work and to understand how to determine the truthfulness and bias of any information they find by the age of 11. This is a key skill in becoming confident and competent users of Internet sources and part of becoming an e-safe digital user as identified by Byron.

The Challenge of Secure Systems and Real Life systems

"Commercial organisations can exploit the internet to track the online behaviour of children (and others) with the potential for exploitation. Pop-up adverts are a feature of the Internet and are one of the biggest concerns mentioned by children" p57, Byron, 2008

One of the key elements of Byron's concepts is to discuss and teach our young people to be careful users regarding adverts, spam, viruses etc. Understanding not only the risks, but how to minimize contact and access to them though their own actions and technological processes.

Because schools systems, emails and internet connectivity are generally highly filtered and secured at RBC and School level, not only to secure the integrity of the schools network, but that of the London Grid, the ability to effectively show and explore these dangers can be difficult to manage and prepare. This has led to a more "simulated" experience that may not reflect the actualities of the way the young

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http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014/

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people experience such perils.

Impact

Online tools such as "Meme[3]" can be effective in simulating the experience of adverts, phishing attempts, viruses and pop ups, but should be managed as part of a holistic and natural activity set, however there is a strong case for real life experience and case studies.

There are lots of examples of stories from the news that can be used for discussion, role-play and case studies. Making evaluation of antivirus, pop up blockers and alternative browsers can be achieved in the classroom environment, and can be effective as starting a conversation about these topics.

Just as important are parents, who need to understand these issues themselves and be able to discuss with young people in a no-blame manner. It is key to remember when talking about these issues that they can often be confusing and complex, but designed to prey on people's habits and natural responses, especially when being asked for information by what looks like a trusted source.

*"Other concerns relating to commercial contact are the potential for exploitation through 'data mining' information on user pages, 'hypo-targeting' individual users, the offer of incentives for users to engage with companies and recent "conversational advertising" and the potential for identity theft…..
Given what we know about children's difficulties with evaluating both the content and source of information while their brains are still developing the appropriate skills, it is clear that this kind of contact presents a potential risk to children."
p58, Byron, 2008*

The Byron Report identifies 4 ways in which children and young people should be able to learn and engage with Internet content in appropriate ways.

*"Explore and use the Internet and play video games for fun, creativity and development.
Achieve this in an environment where there is a reduced risk of coming across harmful or inappropriate material.
Manage or be able to find the support to manage risks that are age-appropriate should they encounter them.
Take ownership of their own online safety and gaming and be supported to do so in environments that encourage and promote safe behaviour and provide user-friendly safety information and tools."
P15/16, Byron, 2008*
However, to achieve these, schools, pupils and parents need to work together to enable everyone to take responsibility for their online lives.

It is in this period of challenge and increased concern about children's online

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[3] www.usonline.lgfl.net

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behaviours and abilities, that the London Grid for Learning undertook its second E-safety Survey in 2013.

"we must empower children and young people to access and enjoy the opportunities and benefits of the digital world, be risk aware, but not fearful, and support them to develop skills to become digitally literate"
p11, Byron, 2010

The London Grid For Learning E-safety Survey Results 2013

During 2013, the London Grid for Learning (LGFL) which provides infrastructure, content and support to London schools undertook a piece of information gathering designed to inform our future developments that has become more significant than we expected.

The LGFL E-safety Survey was targeted at pupils in y3-9, to provide us with useful and credible understanding of the ways in which young people in our schools access and use the Internet at home and at school. The aim of this survey was to provide us with data about the ways in which our young people access the Internet and track how this has changed since the last survey.
The survey will give us real information of the uses of web-based content that our young people use on a regular basis as part of their digital life.

This survey was never meant to become a research document, but the results gained have been substantial and useful and as such far more powerful than expected based on earlier results.

This contextual information was planned to be contribute and support our e-safety work as a group, as well as ensure that our policies, procedures and infrastructure adequately and accurately reflected the actual use of young people, rather than historical and theoretical assumptions made since the Byron Review and the Carrick Davies reports.

Process

The survey was designed by the E-safety Board and reviewed to ensure students would be able to access and understand the questions asked.[4] Because the survey was being provided to a wide range of users (year 3 to year 9) it needed to reflect and have opportunity to reflect the wide range of answers we may get from such a diverse group.

The survey was based on the survey undertaken in 2010/11 by the London Grid, to enable us to track changes in usage and answers since the previous survey. This formed the majority of our questions, though some were reworded (such as references to MySpace) based on feedback from the earlier survey, some questions removed and others added to give us a clearer picture of use and experiences of newer technologies.[5]

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[4] Because of the original purpose of the survey, we have found several questions that would need reworking in future surveys if a more statistical model were to be applied in upcoming years

[5] The survey can be seen online at http://www.lgfl.net/e-safety/Pages/E-safety-

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To enable us to collate and manage such a large-scale piece of data collection, the survey was developed as an online tool utilising Microsoft SharePoint technologies and designed by the site administrator on our behalf.

This choice rather than using existing tools like Survey Monkey allowed us to design the survey to fit with our needs, as well as gave us total control and ownership of the collation and data process.

The survey was made live in December 2012.

Schools were sent information about the survey as part of a global communications from the CEO of the London Grid, which targeted head teachers and named contacts within schools in December 2012 and January 2013, aiming to close the survey in time to release initial results for the end of the school year and a full report for Safer Internet Day 2014.

Results

Over the next months, we saw a significant numbers of responses from the survey particularly from Primary Schools.

It was immediately noticeable, that where a Local Authority had an advisor who was still part of the LGFL groups and communities, they were able to use central LA communications to encourage schools to undertake the survey in whatever way they felt was appropriate for their school.

However, where there was no LA advisor, uptake was smaller in comparison.

Despite this, by the end of the survey, we had collated almost 22,000 separate sets of data (17,000 deemed useful or complete and used as the basis of this report)

The data set was significantly more than expected (almost 200% larger than the final set from 2011) and required some significant data cleansing, particularly where pupils had been given free text input. Our partnership with Peter Twining and the OU provided us significant time and manpower to be able to cleanse, collate and categorise our results for analysis.

Students Input

In general, feedback showed that schools and LA's that had the highest reporting percentages, were those that had embraced the survey as a tool for their own use[6] and had placed the survey as part of a lesson plan or activities cycle supported by a

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Survey.aspx and the questions are reproduced in Appendix 1 of this report

[6] Schools were able, after they had undertaken the survey, to gain the raw data for their school for their own interpretation and analysis.

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teacher. Where it was not well taken up, or had small numbers, a link was provided to pupils as part of an email, or Learning Platform post and students were asked to undertake it in their own time.

Safety First

While the survey was anonymous to encourage a truthful and useful set of data, students were asked to input school name, LA, gender and Year group to enable us to undertake some analysis and to separate out data. The survey was also time stamped and identified an IP address for each response.

This information was critical for us to analyse and to be able to support schools and young people in the case of any disclosures. All data was hand reviewed for this reason, which was time consuming, but valuable and important for our own peace of mind and that of the schools.

 While we had a number of pornographic sites identified by older children as "favourites" this was not deemed to be a disclosure (though schools were informed they might want to talk to pupils about appropriate web surfing). However, we did uncover entries that were significant in the information that was disclosed.

One entry specifically said the child's name in the disclosure, which made it easy for the school to track and deal with. However, in others, the combination of school, year group, gender, time and IP address allowed the school to identify to a group pupils who could made the disclosure, and were able to quickly, quietly and confidently identify the student and deal with the situation.

Results

The survey results were analysed and four key points of information were brought out and shared with LA colleagues and Schools audiences as headline findings within 6 weeks of the survey". [7]

This report will interrogate that data much more and identify trends that we have seen. From this we will identify impacts for schools leadership, co-ordinators and communities.

The LGFL survey approach is child-centred and based on real life experiences of the children and traces their behaviours from internet access (devices, location etc) to usage (what they do and favourite sites) to risk and management (bullying, friendships, meeting) and identifies strategies and concerns that schools should be identifying as part of their next development cycle and processes.

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[7] http://files.lgfl.net/eSafety/Publications/Survey%20findings%20v5.pdf

The LGFL E-safety Survey Interim Findings

Breakdown of respondents by gender, year group and Location
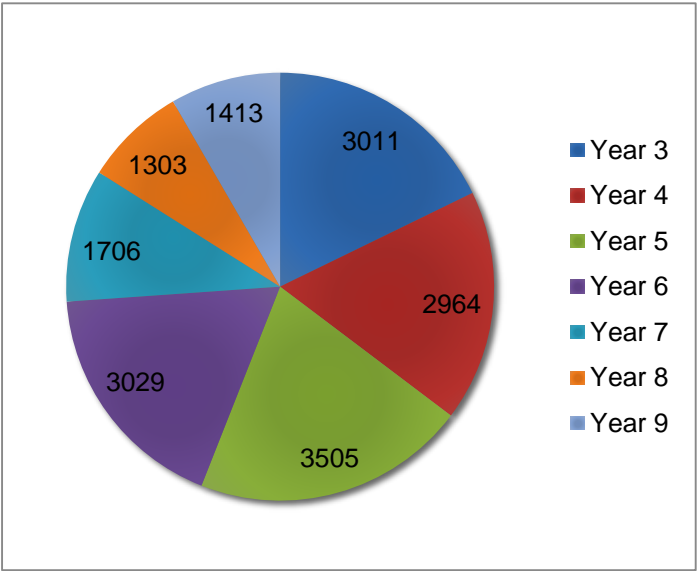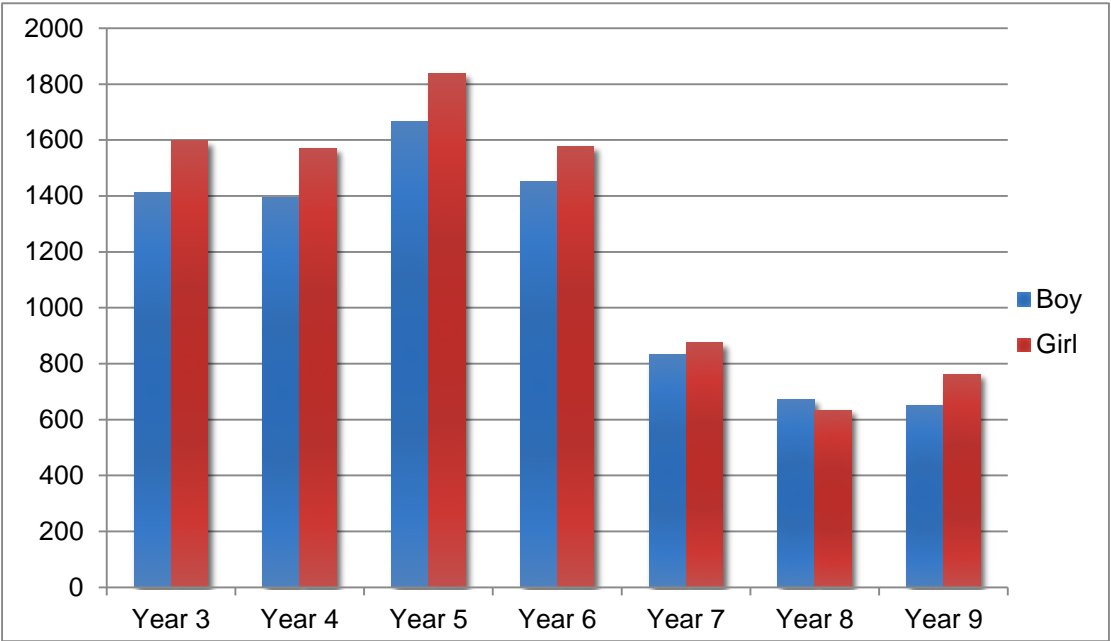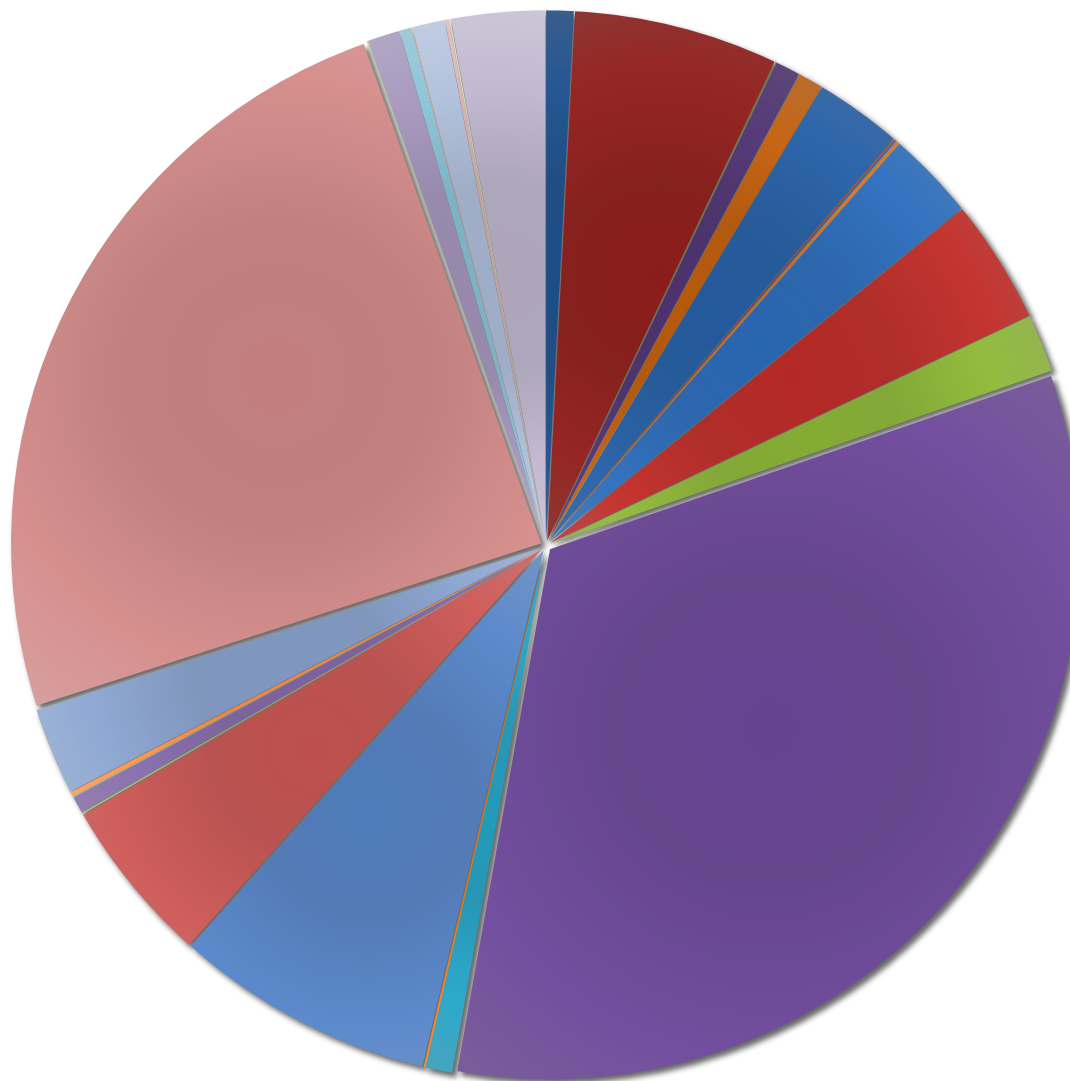
Barking and Dagenham
Barnet
Bexley
Brent
Bromley
Camden
City of London
Croydon
Ealing
Enfield
Greenwich
Hackney
Hammersmith and Fulham
Haringey
Harrow
Havering
Hillingdon
Hounslow
Islington
Kensington and Chelsea Royal
Lambeth
Lewisham
Merton
Newham
Please choose...
Redbridge
Richmond upon Thames
Royal Borough of Kingston upon Thames
Southwark
Sutton
Tower Hamlets
Waltham Forest London Borough
Wandsworth
Westminster

The data show the distribution of gender, age and location of the respondents. This shows the distribution that we were expecting across the key stages, particularly as they become more SATS focused in Year 6, but also working in an environment that is not led by a single teacher and more time restrictive once they get to key Stage Three.

The distribution of male/ female shows the slightly higher proportion of girls that is prevalent in London Schools but is generally equal for the purposes of this survey.

While almost 50% of the data comes from a single LA (with a LA advisor as noted earlier) this does not noticeably skew the results as Redbridge LA is one of significant diversity and poverty indicators within its boundaries and is balanced by the other LA responses.

The distribution of gender, location and ages, allows us to analyse for trends and patterns across the key stages to be able to make judgments and suggestions for development.

Access

Where do you Access the Internet?

Grand Total

0.29%
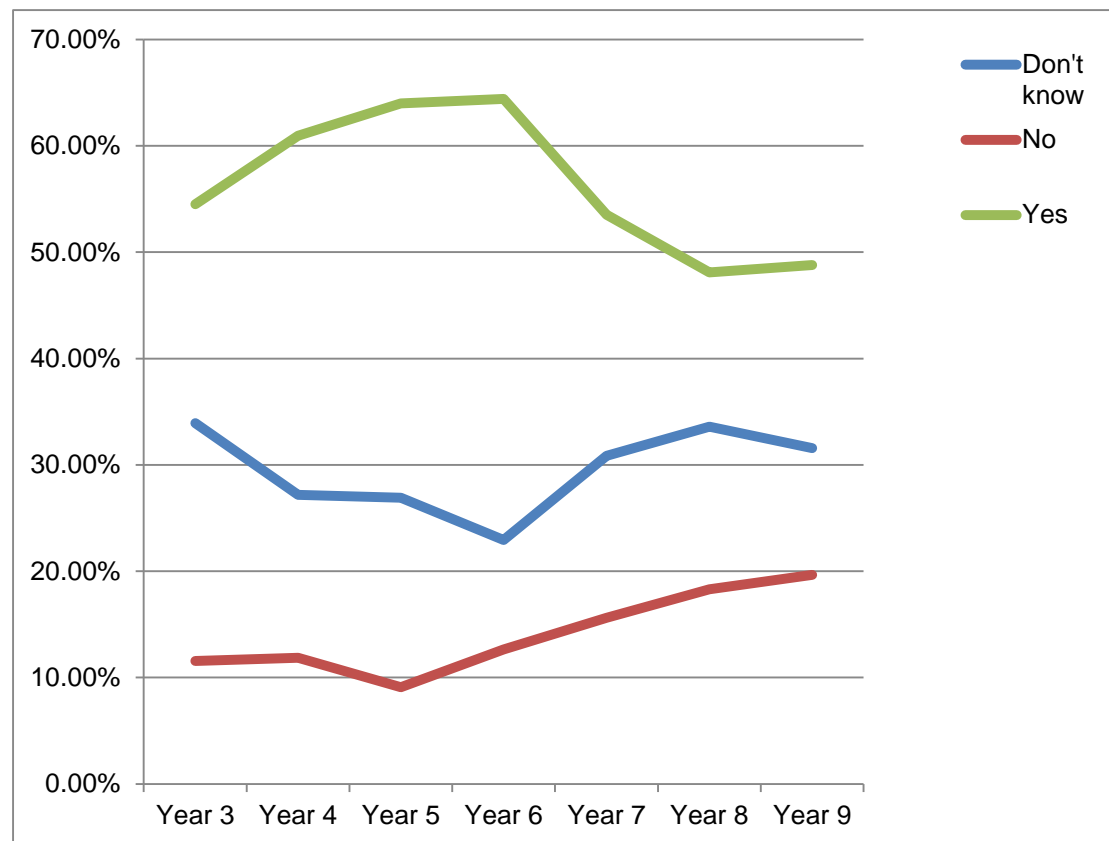0.71%
4.62%
0.54%
0.97%
0.86%
14.34%
77.66%
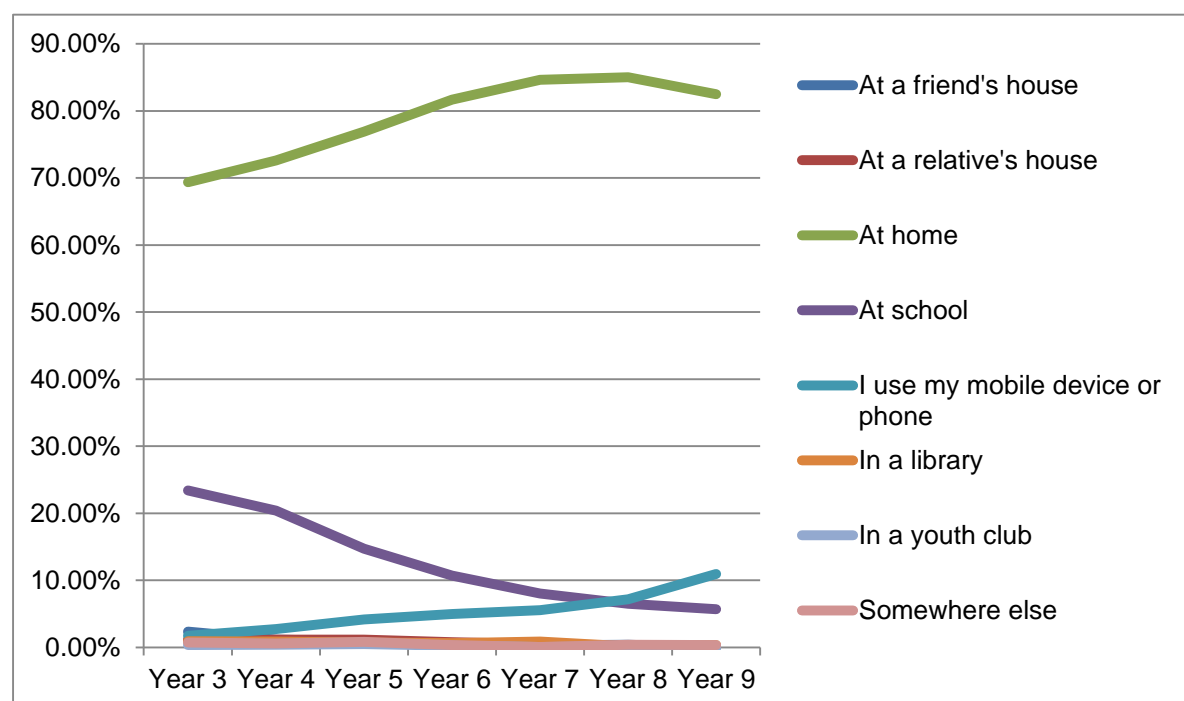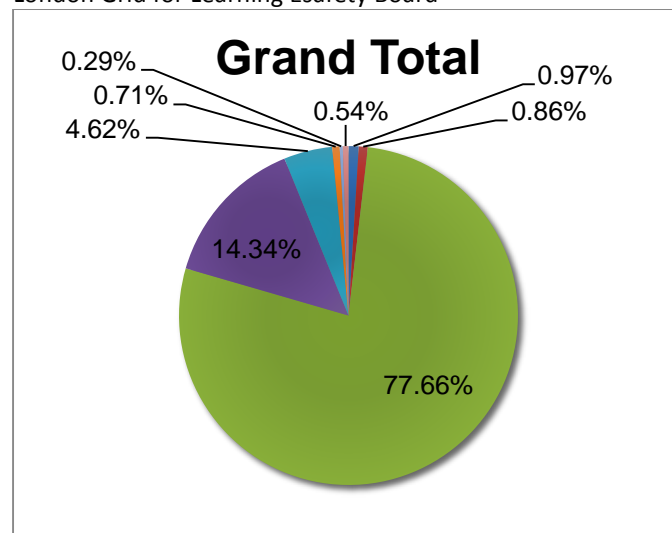
Access levels at school gets smaller as the children get older whilst mobile device/phone access grows, indicating a more personal and home access driven model for older children as they reach secondary age as well as a lack of after school access such as clubs as they move from a primary model. Despite this, even at it's greatest, school access to the Internet still only accounts for 25% of the overall usage locations for that age group (year 3).

In working in schools, the use of mobile phones by younger age groups would seem to be larger than the numbers here indicate, with anecdotal showing that over 40% of Primary age pupils self-identify as owning or having access to a mobile device including iPad and iPod touch. As such, the numbers shown are less than expected. This may be due to the way the question was worded, focusing on the word mobile, rather than explicitly identifying tablet devices as well as the fact that they could only choose a single response.[8]

Identified was the lack of large response regards usage at "a friends house" or at community places such as libraries and youth clubs, which traditionally parents were concerned they had no control over what their children were able to access. These results show that perhaps the concern should be over their own home environment before concerning themselves with what is happening elsewhere.

A sub question asking how many pupils wanted access to school technology outside of school hours identified over 50% of respondents at all ages asking for more access

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[8] Tablet devices such as iPads and Nexus will be identified by their own answer choice in next iterations of the survey

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on behalf of
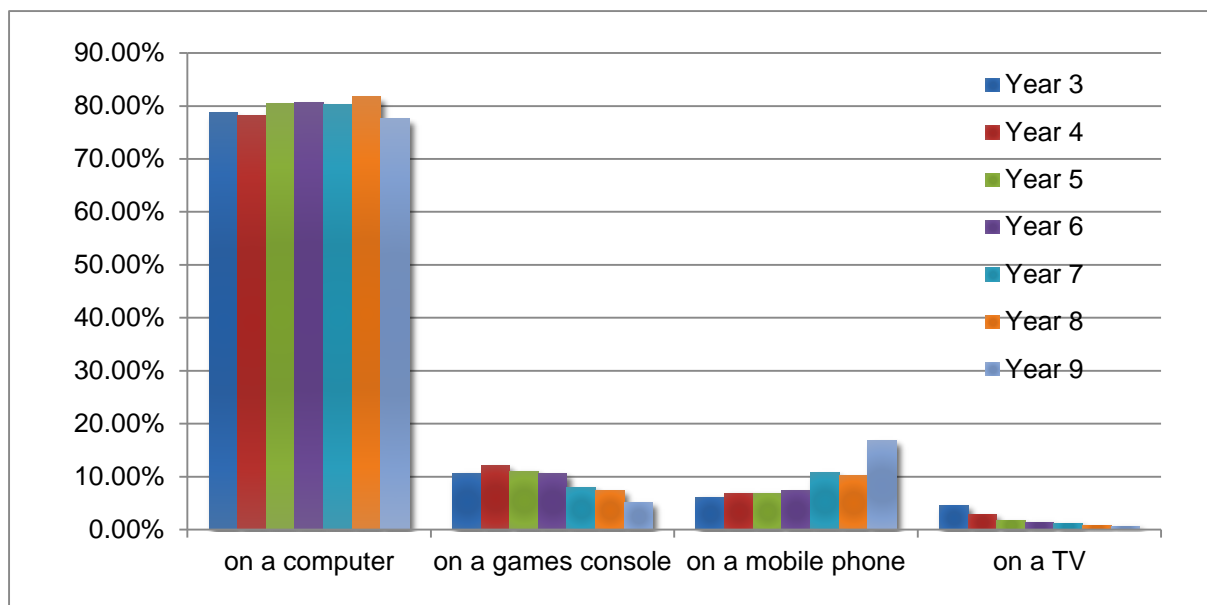London Grid for Learning Esafety Board   Page 24 of 67

Impact

This data is significant in identifying where the key areas for Internet risk and behavior actually are. Despite much work happening at schools, at most only 25% of pupils identify it as a significant place for access. The home is identified, across the board as where over 70% of regular access happens for our young people.

Schools must engage with parents at an early opportunity to discuss, train and educate about online risks and parental responsibility and opportunities regards e-safe behavior and attitudes and consider the ways in which they discuss, locate, secure and manage devices at home.

Despite there being small numbers, there is still a significant group for whom they cannot access a computer at home and need alternative venues such as "a friends house". This has impact for schools when considering coursework, but also access to homework, classroom resources and tools for learning.

Despite the growing number of personal devices, schools must still consider strongly out of hours access through clubs and homework sessions

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What do you use to get online?

As expected, the use of a "computer" (laptop, netbook or desktop) dominates the data significantly, however you can see a growing trend in the use of mobile phones as the pupils increase in age.

Tablet devices such as iPad or Nexus devices are not included in this data set, and may have been included in "computer" as well as the "Mobile phone" categories. Further versions of this data set will identify those as part of the answer options.

While less substantial numbers in comparison to the others, approx. 5% of Year 3 users identify "TV" as their main source of internet access while 10% identify gaming consoles such as their X-box or PlayStation. Though these numbers do decrease, as they get older, access on their console is still a significant percentage for Key stage 3 pupils, more often boys than girls (3 times more likely). This does seem to reflect our experiences in the classroom and the behavior of our young people as they move from Primary to Secondary of wanting more personal and private devices over a shared device with family access.

Impact

Work must be undertaken with parents to empower and educate them regards the built in e-safety tools not only on computers (such as Windows 7 parental controls) but also through ISPs and external parental control software such as Forensic Software.

Schools must also begin to discuss "non-traditional" devices when they plan for eSafety events and messages, talking about gaming consoles and Internet capable televisions and cable services (red button and pay per view). Using pupils own experiences of these devices as a conversation starter when possible.

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We start to notice a changing trend at year Seven, with the increase of "mobile phones" as a primary source. Work should be undertaken with parents and pupils at this transition point about appropriate use and contacts, as well as consideration of how those tools can be used to support and enhance learning inside and outside of school.
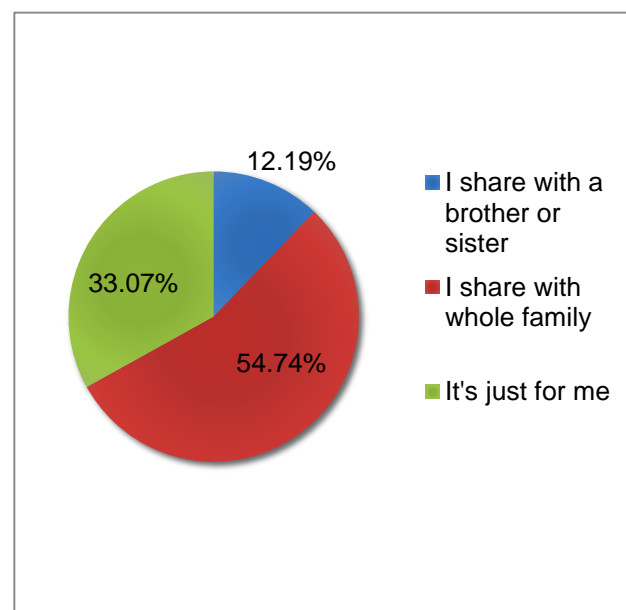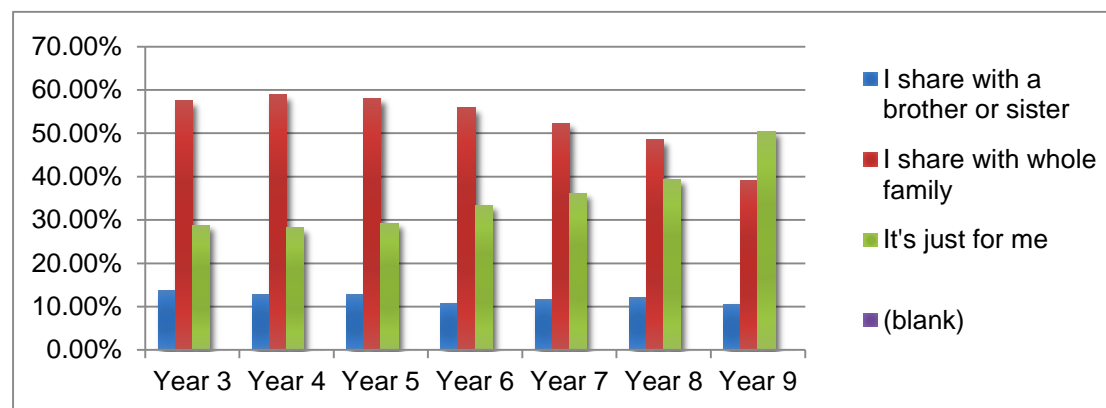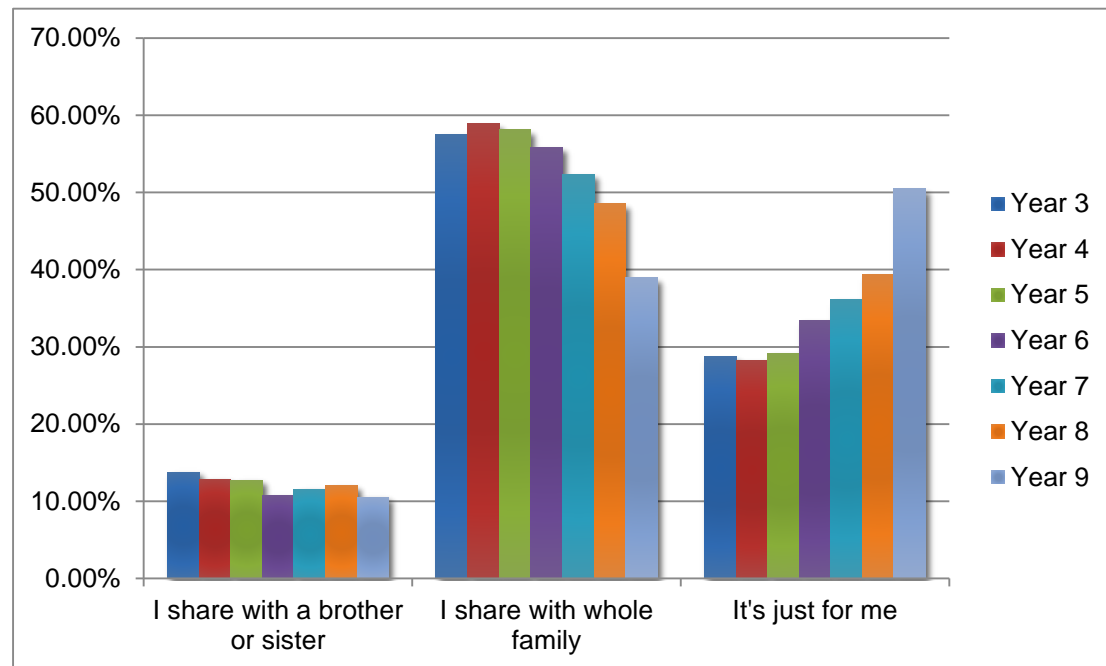
Gender differences between devices can be seen on the following table, with girls more likely to access via a mobile device, and boys 3x more likely to use a games console than girls of a similar age.

Gender differences between devices

Q1: I am a boy/girl | Girl

Count of Q6: How do you access the internet at home? | **Column Labels**

Row Labels	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
on a computer	83.29%	83.25%	85.55%	86.40%	85.25%	83.60%	77.99%	84.07%
on a games console	5.57%	5.51%	5.22%	4.20%	2.06%	3.73%	1.63%	4.41%
on a mobile phone	6.34%	7.96%	7.40%	8.13%	11.49%	12.34%	19.70%	9.31%
on a TV	4.81%	3.27%	1.83%	1.27%	1.21%	0.32%	0.68%	2.22%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Q1: I am a boy/girl | Boy

Count of Q6: How do you access the internet at home? | **Column Labels**

Row Labels	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
on a computer	73.62%	72.68%	74.91%	74.53%	75.03%	79.91%	77.04%	74.86%
on a games console	16.38%	19.49%	17.31%	17.39%	13.79%	10.82%	9.12%	15.94%
on a mobile phone	5.83%	5.53%	6.21%	6.49%	9.94%	8.19%	13.36%	7.24%
on a TV	4.17%	2.30%	1.57%	1.59%	1.24%	1.08%	0.47%	1.96%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Do You Share Your Computer/Device?

One of the difficult areas for schools to evaluate and target is the difference between access versus usage. While National programmes such as "Computers For Pupils " (2006) and "Home Access Programme" (2009) focused on providing computers (and in the case of Computers for Pupils, Internet access for 12 months) to families that met certain access and socio economic criteria or milestones and provided devices for large numbers of London families, this sometimes

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missed a key group of students who, while technically did have access to a device that disqualified them from the programme, never got to use it, because it was shared among older siblings doing coursework, or it was parents work device or similar factors.

This data shows us that there is a growing trend of young people gaining their own device at much earlier ages (over 25% by year 3) and growing to twice that by year 9.

While some of this can be attributed to social pressure and a growing needs for devices for education and learning outside of school, it can be also attributed to a range of factors, including the cost of devices reducing in the last 5 years, the explosion of handheld devices such as the iPad and Nexus as well as older devices being handed down as parents upgrade them.

The cost reduction and standardization of Wi-Fi capability as part of a home broadband network may contribute also. No longer are households only able to have limited numbers of cabled devices online at any one time, but to have any range of devices and tools all connected wirelessly as part of their standard broadband cost plan.

It will be interesting to see the shift in the next 3-5 years of this information, as we see a large number of young users entering school in year 1 and reception, already using iPads and having access through personal iPods and laptops.

Impact.

Not only do families need to consider the technological tools available to them (such as filters and parental controls) but these need to be made more visible by developers and corporations. We are already seeing a move by the government to establish an opt-in adult content model for all ISP's [9] but also change by companies such as Apple to make sure that issues with parental controls (especially regards in-app purchases) are more obvious [10]

However, while these changes are important and show the need for industry to support eSafety practices, parents must take responsibility for these settings themselves, establishing boundaries and rules for their use at home, no longer relying on single accounts, but setting and adhering to good online behaviors such as those suggested by CEOP (Sids Top Tips[11]) are part of an open discussion of e-safety in the home that focuses on protection rather than blame.

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[9] http://www.bbc.co.uk/news/uk-23401076 Online Pornography To be Blocked by Default, PM Announces

[10] http://support.apple.com/kb/ht4213 Understanding Restrictions (Parental Controls)

[11] http://www.thinkuknow.co.uk/5_7/LeeandKim/

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As pupils ownership of devices does increase in numbers, schools will undoubtedly need to examine models of Bring Your Own Device (BYOD) and its impact on learning, budget and esafety in the classroom

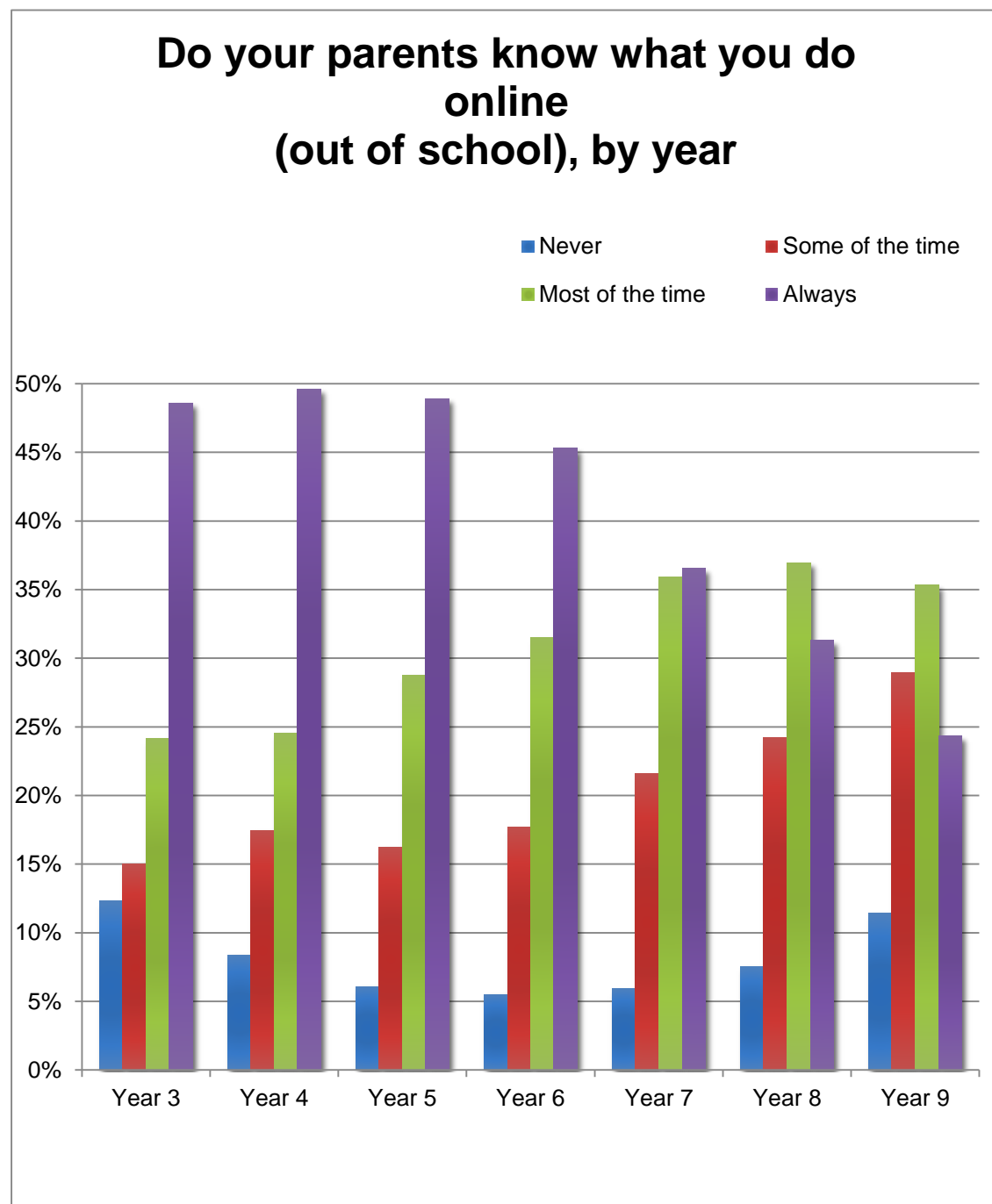**Where is your Computer Usually Kept?**
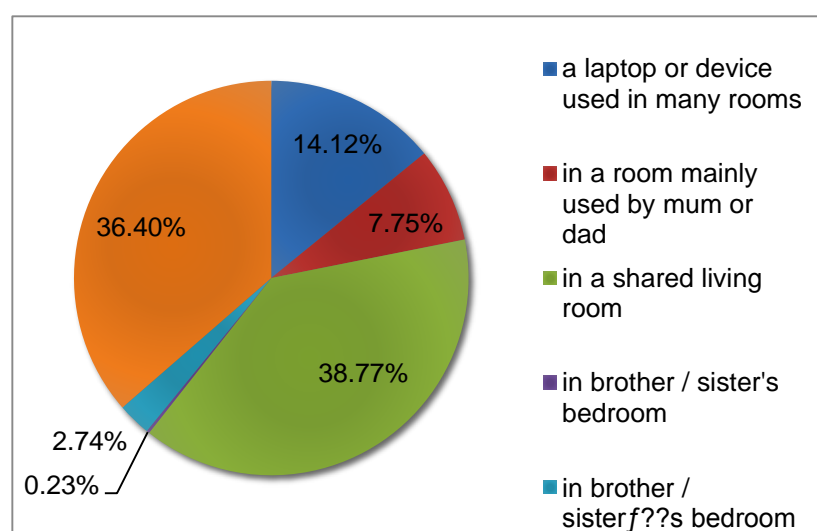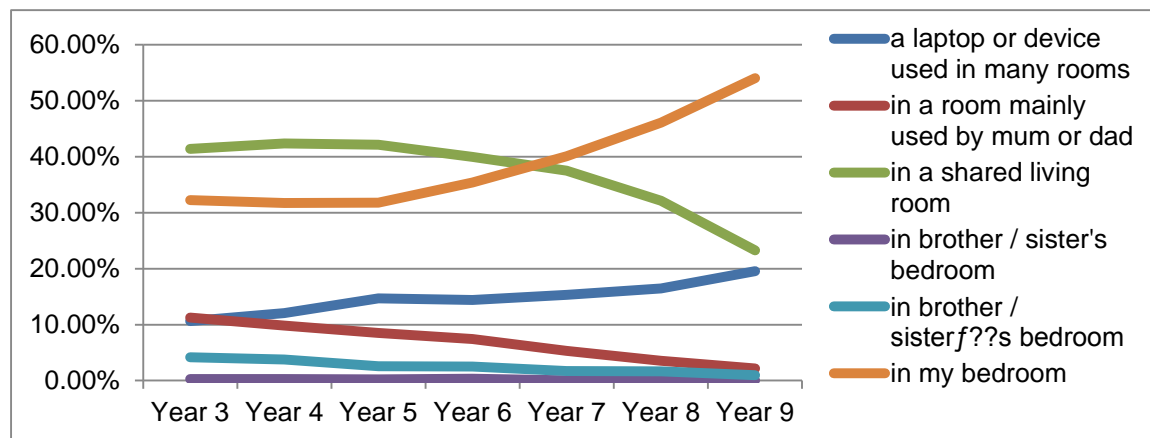
As expected, when aligned with the results of previous graphs, we notice a shift as the children get older towards privacy and personalised time on the internet that is not seen or overseen by adults or peers.

As children get older, the computer moves from family areas such as a living room to more child focused locations such as bedrooms, or are mobile and used in many rooms. When coupled with the ways in which our young people are becoming more social online as they grow (see later charts) can lead to more potential for dangerous or inappropriate conduct and contacts.

This is confirmed by the analysis of "Do your Parents Know what you Do Online?", which identifies that as pupils get older, their perception is that parents have less knowledge of what they do online.

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Do Your Parents know what you do Online (By Year Group)

Do your parents know what you do online (out of school), by year

■ Never   ■ Some of the time
■ Most of the time   ■ Always

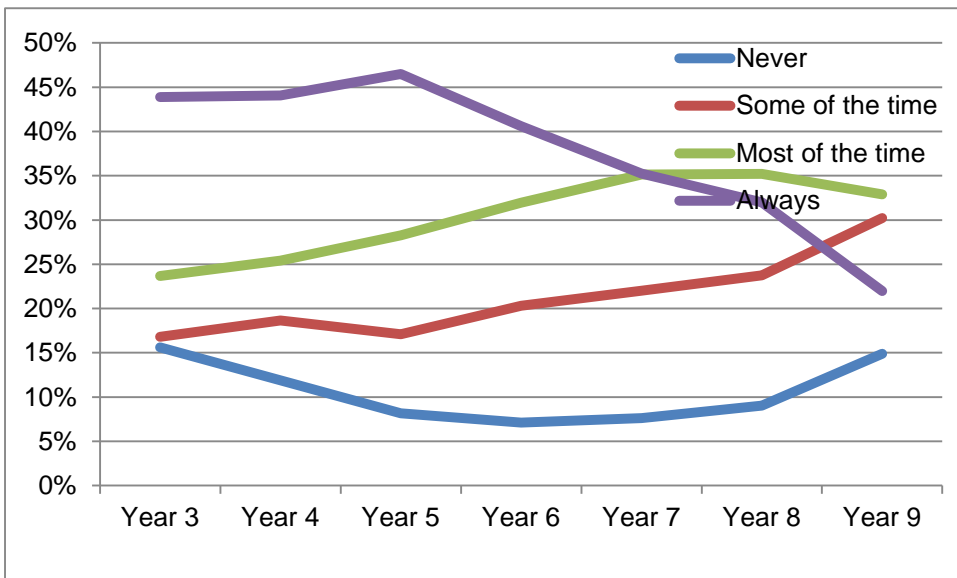**NEXT page: Do Your Parents know what you do Online (By gender)**
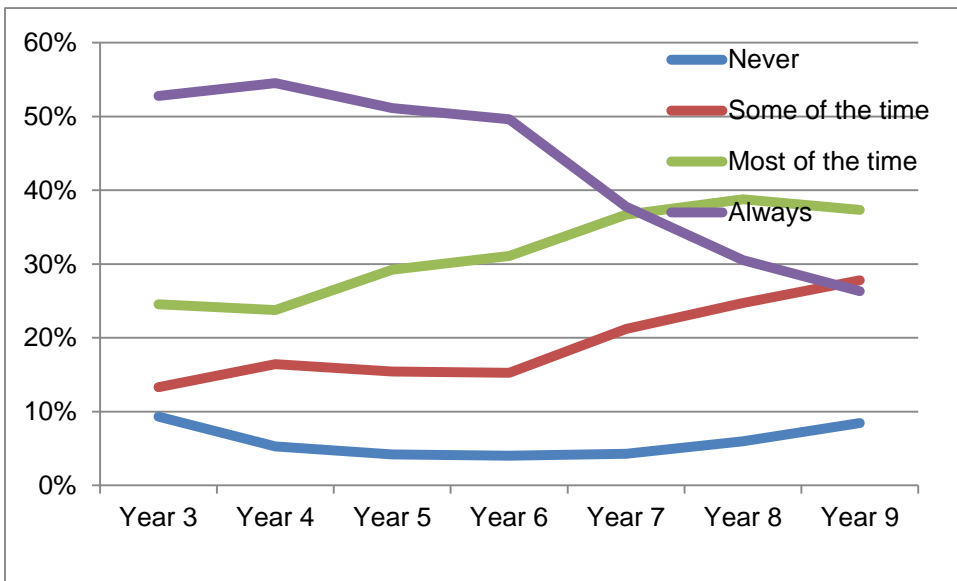
Do Your Parents know what you do Online (By gender)

Q.15 Do your parents know what you do online (out of school) by year?

Boys

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	All
Never	16%	12%	8%	7%	8%	9%	15%	10%
Some of the time	17%	19%	17%	20%	22%	24%	30%	20%
Most of the time	24%	25%	28%	32%	35%	35%	33%	29%
Always	44%	44%	46%	41%	35%	32%	22%	40%

Girls

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	All
Never	9%	5%	4%	4%	4%	6%	8%	6%
Some of the time	13%	16%	15%	15%	21%	25%	28%	18%
Most of the time	25%	24%	29%	31%	37%	39%	37%	30%
Always	53%	55%	51%	50%	38%	31%	26%	47%

By having open and ongoing conversations with children about technology and Internet usage from an early age, parents have more opportunity to talk to children about being safe and responsible online as well as their own worries and concerns about their child's use. Children are also likely to feel more comfortable about discussing any problems or concerns that they have when they are in an open conversation, which is solution based rather than blame based.

Accessing Content

The data over the next pages examines in more detail, the sites self-identified by respondents as those that they used on a regular basis. Pupils were not directed through a drop down as to which sites to choose, but had three "free text" boxes, which they could write any answer.

While the data cleanse required for this question was significant, the results we gathered are perhaps a more honest and realistic representation of the ways our young people spend their time online.
Despite what we have been informed for many years, our figures DO NOT suggest that we have a generation of creators, but instead are much more likely to be passive consumers of content than creating their own.

We asked pupils to identify the three sites that they used the most while online. This data while significant required massive data cleansing and categorisation

The data below shows the results by gender and by key stage, but also the results for all coding/categories.

We used the Wordle[12] App to provide a visual representation of the uncleaned data to give an aid to the general responses provided.

What are your most visited sites (By gender KS1/2)

- **Top Usages (All)**
- **Games- 21%**
- **Youtube- 19%**
- **Virtual Worlds (eg Moshi Monsters)-13%**
- **Search Engine- 6%**
- **Educational Maths- 5%**
- **School Website- 4%**
- **Social Networking- 3%**

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[12] www.wordle.net

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	Boys	Girls
Gaming	22%	19%
Youtube	20%	17%
Virtual Worlds	10%	14%
Search Engine	6%	6%
Educ. Maths	4%	6%
Social Network	3%	2%
School Website	3%	5%

- **What are your most visited sites (By gender KS3)**

  Top Usages (All)
- **Social Networking- 25%**
- **Video and TV- 28%**
- **Search Engine – 11%**
- **Games- 8%**
- **Email- 4%**

	Boys	Girls
Social Network	17%	30%
Youtube	34%	24%
Search Engine	10%	13%
eMail	1%	6%
Gaming	12%	5%

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All codings by all ages and genders

Code	Type	Entries	%
#A01	Amimal related	55	0.1%
#A02	Art & Crafts	162	0.3%
#A03	Apps	61	0.1%
#B01	BBC CBBC General	1484	2.7%
#C01	Create, Design, Build	316	0.6%
#C02	Cooking related	121	0.2%
#D01	Dance	23	0.0%
#D02	Disney	172	0.3%
#E01	Educational Gen	1531	2.8%
#E02	Education Literacy/Dictionary/Languages	179	0.3%
#E03	Educational Maths	2587	4.7%
#E04	Homework	578	1.0%
#E09	Emailing	1769	3.2%
#F01	Fashion related	16	0.0%
#F02	Forums & Blogs	35	0.1%
#G01	Games Consoles	389	0.7%
#G02	Tablets/iPhone/Kindle	154	0.3%
#G03	Computer	108	0.2%
#G04	Website - Gaming, Education and Info	139	0.3%
#G05	Games - General	11122	20.0%
#G06	Games - Animal related	88	0.2%
#G07	Games - Sports related	638	1.1%
#G09	Gen Internet	121	0.2%
#I01	Instant Messaging & Chat	145	0.3%
#L01	Language/translation	62	0.1%
#L02	Lego games and site	160	0.3%
#M01	Music / Radio	563	1.0%
#M02	Maps	60	0.1%
#N01	News & Weather	148	0.3%
#Oo1	Office etc	375	0.7%
#P01	Pop Related	140	0.3%
#P02	Pics and Images	585	1.1%
#P03	Portals (Yahoo, AOL etc)	401	0.7%
#Q01	QUIZ	13	0.0%
#Q02	Q&A	85	0.2%
#R01	Religion	8	0.0%
#R02	e-Reading, books texts	265	0.5%
#R03	Listening to the Radio	25	0.0%

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• **#S01**	• **Social Networking**	• **4061**	• **7.3%**
• **#S02**	• **School website**	• **2406**	• **4.3%**
• **#S03**	• **Shopping**	• **1106**	• **2.0%**
• **#S04**	• **Skype etc.**	• **659**	• **1.2%**
• **#S05**	• **Sports**	• **475**	• **0.9%**
• **#S06**	• **Search Engine**	• **3879**	• **7.0%**
• **#V01**	• **Virtual**	• **5182**	• **9.3%**
• **#V02**	• **Video / TV**	• **10167**	• **18.3%**
• **#V03**	• **As #V02 but sport**	• **219**	• **0.4%**
• **#V04**	• **As #V02 but Cartoons**	• **278**	• **0.5%**
• **#W01**	• **Web Browsers**	• **124**	• **0.2%**
• **#W02**	• **Wikipedia and information**	• **765**	• **1.4%**
• **#Z01**	• **Low Usage Items**	• **1268**	• **2.3%**
• **#Z99**	• **Invalid Entries**	• **113**	• **0.2%**

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YouTube

As we move from access to contextual usage, results become more interesting and challenging.

Data showing what the most visited sites are shows across all year groups and genders, Youtube is significantly used by pupils across all ages, and in particular by boys.

Much effort is spent in schools and homes regarding social networking sites like Facebook and Twitter, yet we can see from this data, that while both of those sites have significant user bases across both key stages, they are still significantly less than those we see use YouTube who experience the commenting and communications of that site which has a much wider and in many ways more vocal group of users than such communities that are under the users and community control in Facebook.

Impact

Schools are beginning to use YouTube more regularly as a tool within the classroom, but we see little mention of the commentary on those sites when displayed in the classroom. We also see little conversation about adverts and linked videos on the site as well as opportunities to discuss "fake" or "spoof" videos that may be targeted at a group with a content that is less wanted or suitable for the audience.

YouTube is something that we are starting to use, but teachers generally do not talk about the dangers that it may present in a social aspect when it is used as a teaching tool. We need to be talking about the sites our young people are using rather than just the ones that are getting media attention when discussing the danger of bullying and inappropriate content..

Email

While there is a distinct gender bias here of almost 6:1, in discussion with groups of users later, it became apparent the reasons for and why there has been such a resurgence in email accounts at such a young age (particularly Hotmail and Gmail)- many boys identified they had an email account from a young age because they needed one to sign up for "stuff" such as PlayStation Network, Bin Weevils, Xbox Live and YouTube leading to them using them for a very specific purpose, whereas girls tended to discuss email as a tool that allowed them to communicate with friends and relatives.

When it was integrated with online Instant Messenger tools more regular and sustained use of the services was identified by users.

Older students tended to keep the same online email names for a long period for a wide variety of reasons, often not considering the impact that such monikers as "sexyblakchik" and "pimpdude1996" can have when asking for resources for coursework and applying for jobs and colleges in Key Stage 4.

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Impact

Email as a tool tends to not be discussed much in lessons in schools I have visited, and many parents are unaware how easy it is to create an email account online (and use one anonymously for bullying or attacks).

When email is used in schools it tends to be sanitised and secure (usually using a school based account) or used as part of literacy or project work, with little discussion of the misuse of it and how spam, phishing and abuse can be targeted and challenged.

Email continues to be a core tool for many students in Key Stage 2, and as such it should be part of a comprehensive e-safety and literacy Programme of Study.

Students should be encouraged to consider the unintended assumptions that others may make based on an email addresses and to use school based addresses when available[13]

Social Networks

Much work has been undertaken in schools regards the dangers of social networking, particularly Facebook in years 7 and 8. While the numbers indicated from the survey indicate that users of site like Facebook and Twitter were significantly less than sites like YouTube, those figures were substantial.

With over 50% of the users who self-identified Facebook and Twitter under the 13 years of age lower limit identified in the terms and conditions of the sign up processes of those sites, significant work must be done in targeting users to appropriate sites and content.

Several students identified Facebook as a site their parents did mot know they were on, but they felt pressured to have by peers, though many of them admitted that they or their parents would explicitly "check out" a new teacher to the school (or that they would get next year) before they had them, just to "see what there is about them out there"

Feedback from schools leaders anecdotally identifies social networks (in particular Facebook) and emails as some of the core instigators of online bullying, harassment and issues that spill back into schools.

Because there was no survey of Key Stage 4 pupils, we do not have data about concerns regards potential employers being able to see personal information, however, many pupils in the lower key stages admitted to not changing the security or privacy settings or knowing really who could see what about them on these sites.

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[13] All London pupils have free access to an LGFL email address if their school wants them to.

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We also did not get pupils mentioning sites like Foursquare, Instagram, or ask.fm as much as we thought they would.

Impact

Much work needs to be done with parents and pupils about sites like Facebook and identifying particularly those who are using them under the age limit (and therefore having lied about their age).
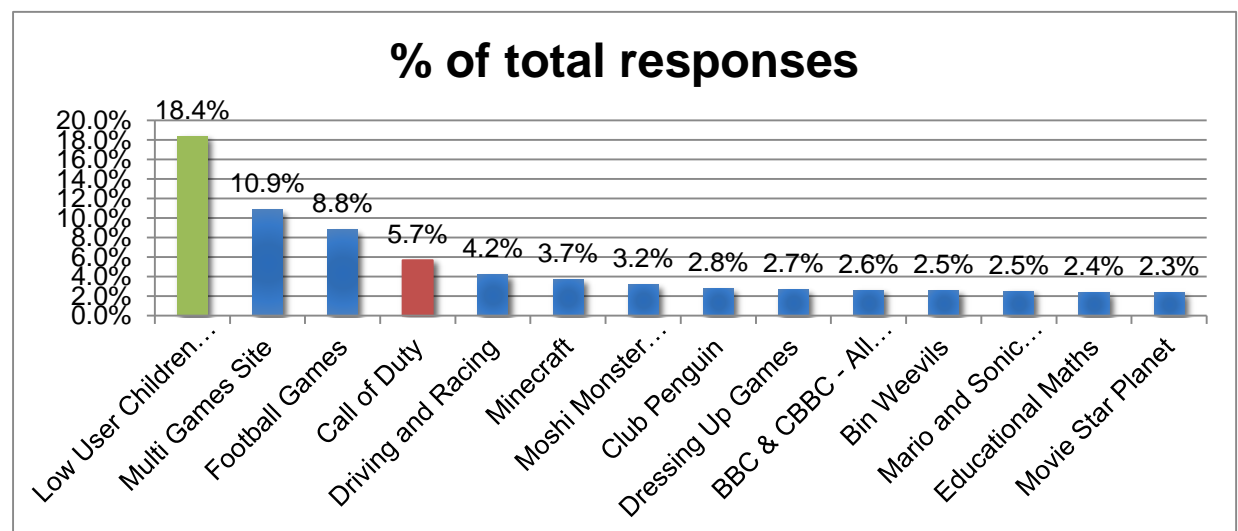
Schools as part of duty of care must inform parents when they become aware of underage users and parents are ultimately responsible for the use and security of sites by children that are blocked within school networks.
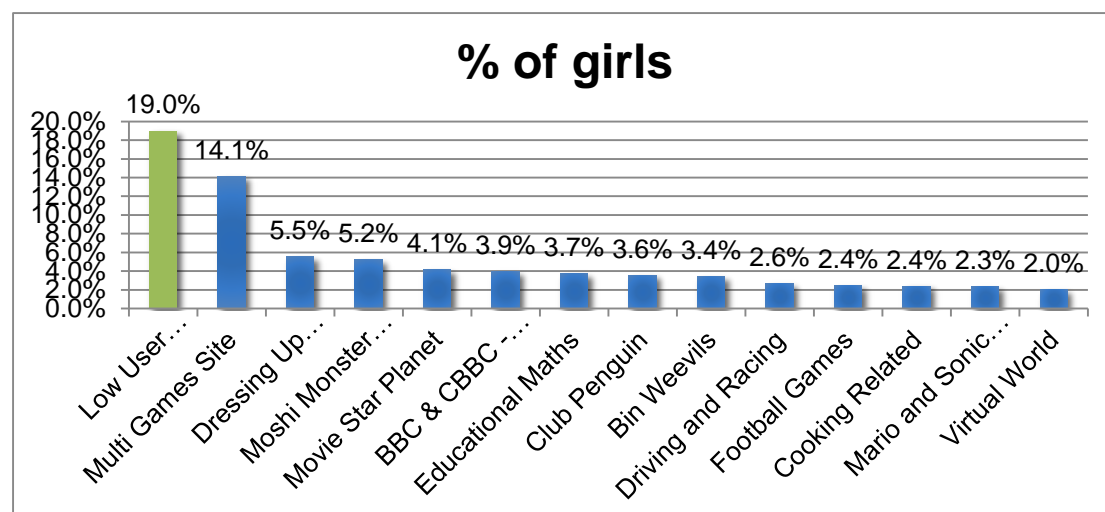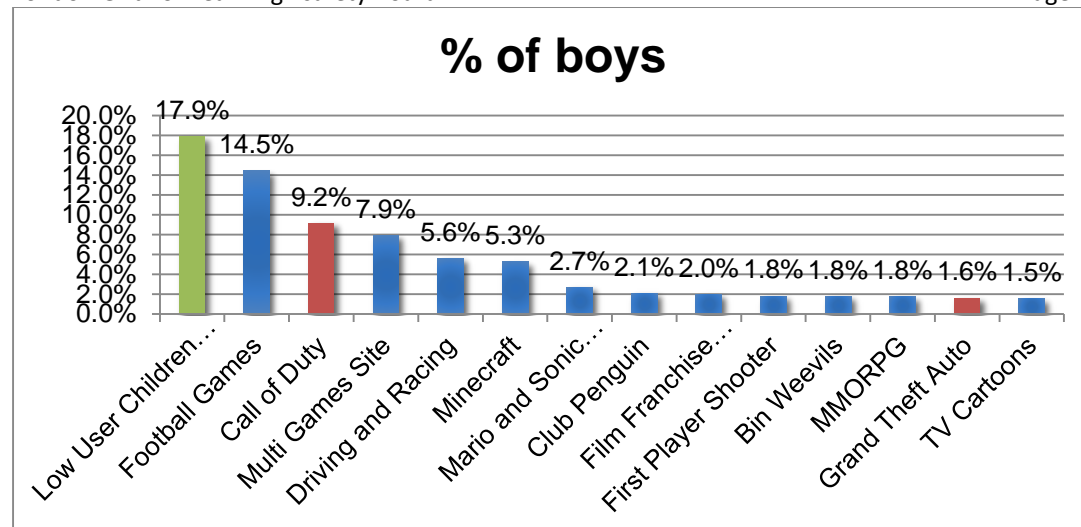
While sites like Facebook are blocked at school levels, sites like ThinkUKnow and Cybercafé, as well as LGFL UsOnline resources allow us to explore security settings and privacy in a secure and safe environment, without the need to explicitly mention any sites that children should not at that age be on.

We can also discuss many of the core safety topics using sites like Bin Weevils, Moshi Monsters which are age appropriate as a tool for conversation.

Staff should be supported on making sure that they are safe when they use online tools and site personally. Teacher standards identify that they must be seen as professional inside and outside of the school, and this includes online posts and images, including those posted without their knowledge or permission by friends.

Online Gaming Sites

% of total responses

Low User Children…: 18.4%
Multi Games Site: 10.9%
Football Games: 8.8%
Call of Duty: 5.7%
Driving and Racing: 4.2%
Minecraft: 3.7%
Moshi Monster…: 3.2%
Club Penguin: 2.8%
Dressing Up Games: 2.7%
BBC & CBBC - All…: 2.6%
Bin Weevils: 2.5%
Mario and Sonic…: 2.5%
Educational Maths: 2.4%
Movie Star Planet: 2.3%

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% of boys

17.9%
14.5%
9.2% 7.9%
5.6% 5.3%
2.7% 2.1% 2.0% 1.8% 1.8% 1.8% 1.6% 1.5%

Low User Children… | Football Games | Call of Duty | Multi Games Site | Driving and Racing | Minecraft | Mario and Sonic… | Club Penguin | Film Franchise… | First Player Shooter | Bin Weevils | MMORPG | Grand Theft Auto | TV Cartoons

% of girls

19.0%
14.1%
5.5% 5.2%
4.1% 3.9% 3.7% 3.6% 3.4% 2.6% 2.4% 2.4% 2.3% 2.0%

Low User… | Multi Games Site | Dressing Up… | Moshi Monster… | Movie Star Planet | BBC & CBBC -… | Educational Maths | Club Penguin | Bin Weevils | Driving and Racing | Football Games | Cooking Related | Mario and Sonic… | Virtual World

When looking at the differences between genders, boys usage in the early year groups tends to focus solidly on gaming, and on games that are more points based or active, particularly if they have an element of violence involved (Friv, Miniclip, MineCraft) whereas girls tended to focus more on character based sites such as Moshi Monsters, Movie Star Planet or gender specific sites like Girls Go Games.

This also was reflected when asked about console games, where boys tended to focus on football or violent games (usually 18 certificate games (identified in RED; Call of duty in particular- 10%. Grand Theft Auto V had not been released at this time) and girls played more social or interactive games (Little Big Planet, Singstar etc).

Low Users Childrens (green) games tended to be age appropriate game sites that were catergorised together but not linked, and as such were discounted from analysis beyond highlighting the proportion of pupils playing on such games based sites.

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Impact

Gaming in particular is a significant issue and concern for parents, yet many buy 18 certificate games, or leave consoles able to play 18 certificate games for their child, particularly when media hype is excessive and constant (Call Of Duty and GTA for example).
Many parents never play games with their child or have put consoles in bedrooms so that they are not disturbed when they are played.

More support is needed from industry as well as schools to educate and inform parents regards game sites, and when sites have parental controls or access (such as Club Penguin) they need to be aware of the security that is available before the children access them unsupervised.

Schools should be sharing good gaming or resources that are appropriate for the children to play. This can be part of a regular communication strategy with parents.

Schools should be challenging parents when they are aware of children playing unsuitable games such as Call of Duty and GTA much the way they would if they became aware of children watching "video nasties".

Other Sites

The London Managed Learning Environment (LMLE- Fronter) was identified at similar levels to Facebook, though much more effectively and regularly by Key Stage 2 pupils (which reflects general usage and knowledge of the effectiveness of Fronter in London Schools).

From an early age, Google is the key site of choice for Internet searching. Rather than trying to wean away from it, we should be showing acceptable alternatives, ensuring safe search is locked on and providing more education at earlier ages as part of research activities that talks about search algorithms and how to interpret and analyse search results rather than trusting Google ranking and placement.

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What do You Do Online Often?
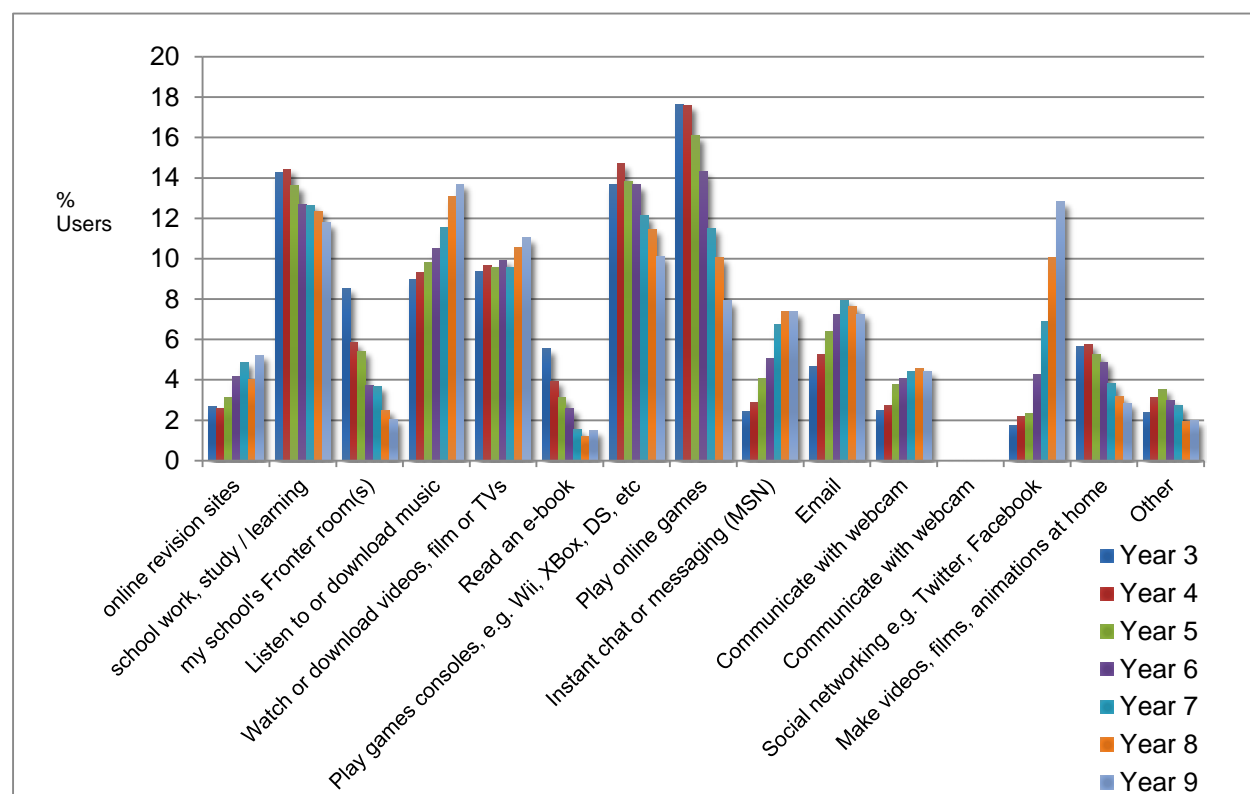
In general, this chart shows us that London Pupils go online to be entertained; to be informed; to socialise; to get homework done and to play games. And probably in that order!

While it is clear that the main usage of the Internet for many of our young people is to consume entertainment in its many forms, a significant proportion of them are using emails, webcams and social networks to communicate with each other. Only 10% identify the downloading of music or movies as a key part of their online life despite many of them identifying in conversation iPlayer and similar catch up services as a key way they consume television.[14]

Pupils identify school work and studying as a significant part of their online lifestyles too, showing that while social life is important, so too is learning and education for a core group of users as they get older.

A growing group that did not figure in the previous 2011 results are the 4-6% of digital creators who make their own content to share online (usually via YouTube or Social Media). While this is MUCH lower than media analysis leads us to believe, it will be interesting to observe this trend in subsequent surveys as handheld devices with editing and sharing tools become more ubiquitous, as well as more use of these tools as part of teaching and learning activities.

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[14] No distinction was made at this point about downloading legally or illegally, which may give interesting results if included next time

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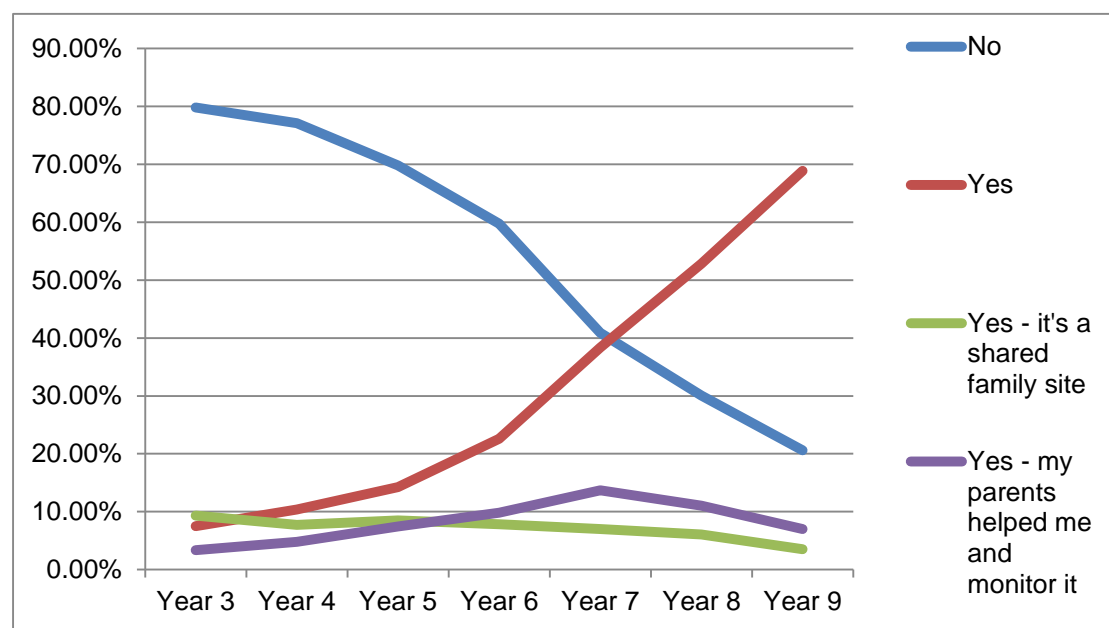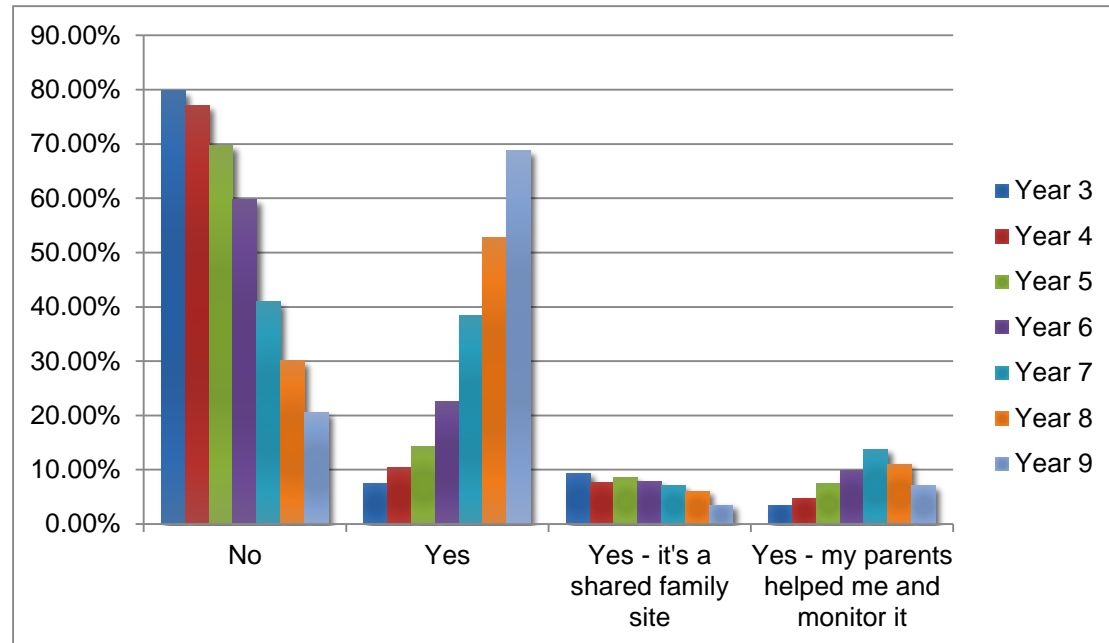London Grid for Learning Esafety Board   Page 44 of 67

Impact

As with many of the earlier results, it is key to identify how many of these activities are not usually associated with "school time" and as such the importance that parents have within the e-safety agenda.
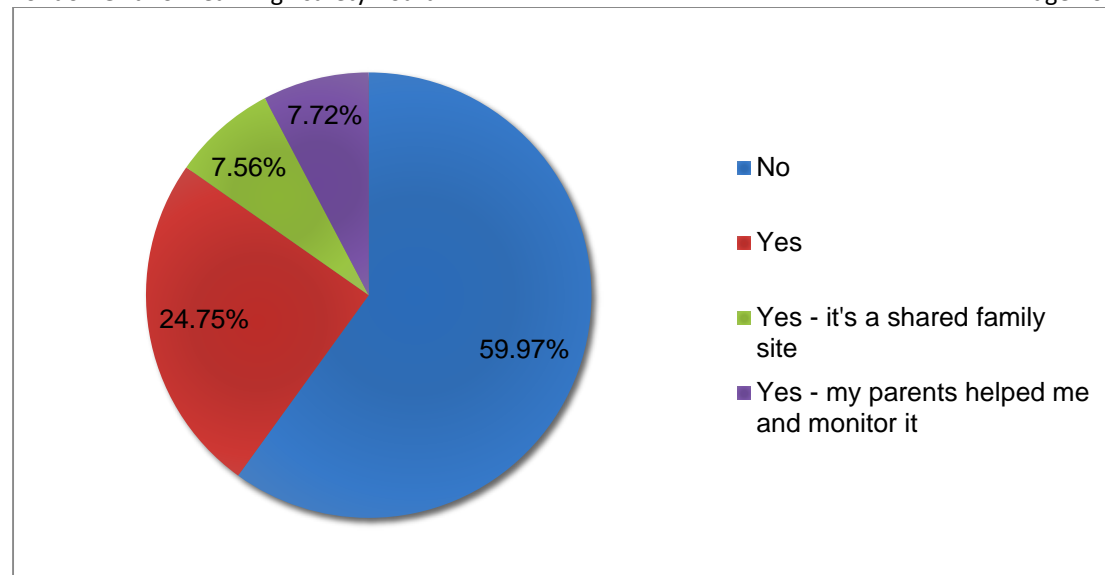
Schools leaders need to identify and realise the significant aspects of our young peoples lives that are "put on hold" or ignored when they come into the school environment. With so many students using social networking and gaming, could we be better engaging them in learning activities by developing methods that include the ways they live outside school as a way of engaging them inside school.

For example using Facebook and Twitter to engage and communicate rather than additional learning environments or encouraging an BYOD model for hardware and learning model

Social Networking

Do You Have a Facebook account?

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While most have a steady pattern of growth or decline, the data that most starkly shows the change in online behaviors is that of Social Networking activities.

With a small number of active users in Years 3-5 the number of active users dramatically increases and rapidly grows from y5 until Year 9 when the data ends.

This drastic growth can in part be tracked to the move from primary school to secondary schools (most Year 6 classes in the LA move to at least 5-15 different secondary schools) and children wanting to keep in touch with friends in the most visible and free to use way. However this does involve pupils signing up well before their 13th birthday and exposing themselves to advertising and other users sooner than Facebook terms and Conditions allow.

Peer pressure may be key here, when peers are all using the same site, it is important for young people to feel connected and part of the wider social circle, regardless of the tools that are in use to do this. This can be exacerbated by the media presence of Facebook, Twitter and to an extent MySpace for music still, in media and advertising to connect with a wider audience of like minded individuals.

The use of social media as a single sign on, may also be a factor here, with services like Netflix, online gaming, photo sharing site etc integrated into mobile devices all using single Facebook, Twitter and Google sign on credentials it can be difficult not to feel the pressure to have an account to make things easier and faster.

Also linked with the transition to Year 7 is the development of self-identity and personal expression, and sites like Facebook, Twitter and Ask.fm allowing users to create an online persona and social circle away from school and parents and to explore topics or questions they may not feel comfortable talking to parents or teachers about such as sexuality or relationships.

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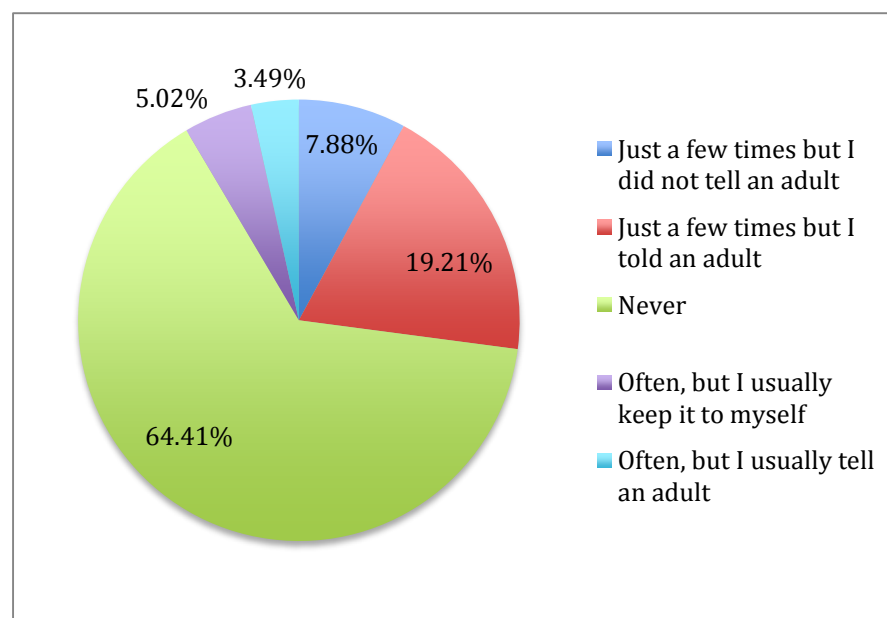
Impact

While social sites like Facebook do have a 13-year-old sign up policy, many users simply lie about their age. It is very difficult to get accurate numbers on the numbers of accounts of users that have lied about their age through official channels, however the LGFL data gives a good indication as to how widespread and common this problem is.

Despite the commonplace nature, schools cannot be seen to condone this action but and be failing in its duty of care not to attempt to educate and support users in engaging and acting appropriately though these sites nor to inform parents when they become aware of underage users.
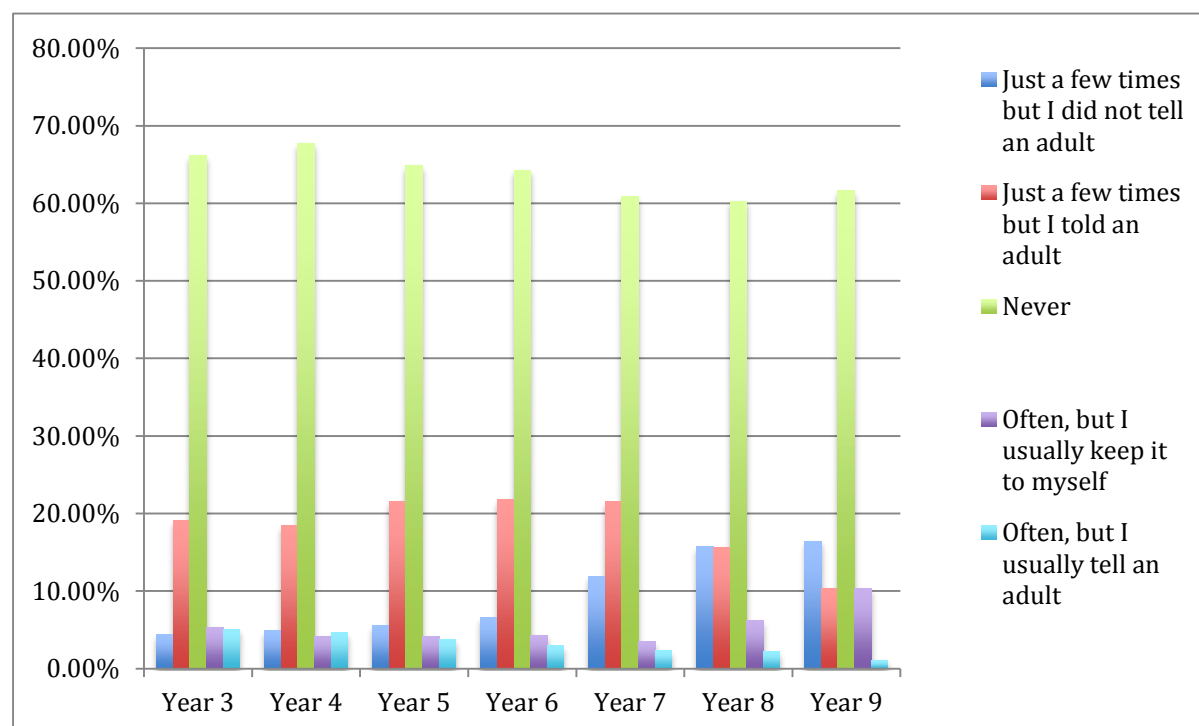
It is also worth considering that while use of sites like Facebook increase, as users get older, the use of schools learning platforms significantly reduces at the same time. As students reach 13 and onwards, should schools be using the tools that students choose to engage, rather than trying to force them to another site that doesn't engage them, or is that mix of home/school too invasive?

Esafety and Contact

Have you ever Found Things That Make You Feel Uncomfortable (By Response)

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Have you ever Found Things That Make You Feel Uncomfortable (By Year Group)

One of the key aspects of the survey was to gain solid evidence and a real understanding of the e-safety impact and dangers that our young people experienced and encountered as part of their online lives.

It was important to gain clarity to these questions to be able to discuss frankly with schools, parents and teachers about the sorts of behaviors and issues that our young people face in reality, without a news media lens focusing and highlighting on certain behaviors or incidents.

It was just as important to gain a sense of perspective as to the realities of the number of pupils who do encounter or are affected by these issues, and where education can support or be improved to better reflect the actuality of our young peoples lives.

What immediately became apparent was the majority (61%) of pupils who have not found or been exposed to online content that they identified themselves as uncomfortable.[15]

While 64% was a majority, this meant that 36% (over 5000 pupils from this sample) HAD at one time or another seen something online that worried them and that 8% were seeing it on a regular basis (almost 1200 pupils). More concerning was a group of over 13% that did not report seeing these things to anyone (teacher or parent)

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[15] It was important that we did not ask about specific types of content, as context and personality will dictate for each individual what they found as uncomfortable or worrisome.

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whether they accessed the content regularly or occasionally.

When looking at the same data as a distribution across year groups, it is clear that by Year Nine, any problematic content seen by young people is not reported and kept to themselves, when at earlier year groups, pupils tend to tell an adult or trusted teacher.
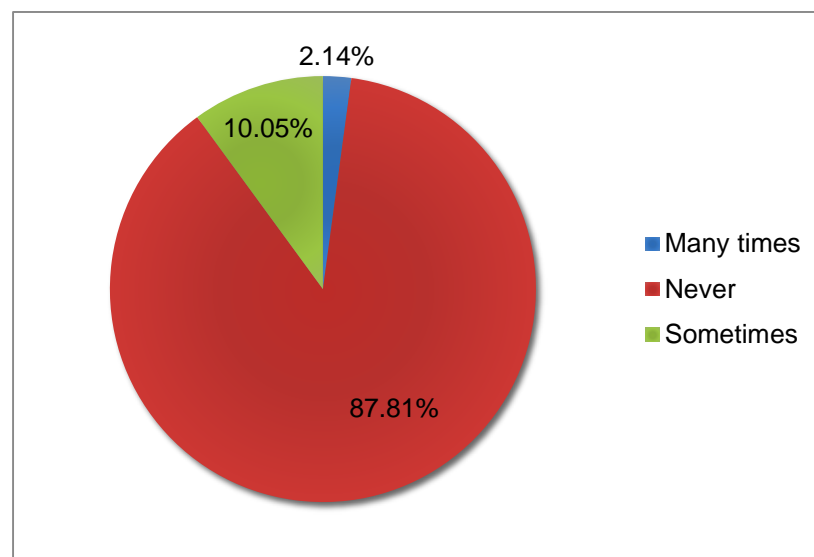
Impact

When looking at the data, while we can infer that work on reporting and telling a trusted adult is working in a majority of primary school cases. But, there is a large group for whom it is kept secret (One third of those who did see something did not tell anyone, and just under third see worrisome things on a regular basis)

These are troubling numbers of pupils and an indicator that work on reporting and the reasons behind this lack of reporting should be investigated further, both at school and at home. Is it the content itself they are worried about, threats by other parties about telling, worries about loss of access for telling, or the fact that they went looking for it in the first place, without more data, it is unclear at this time.

We do need to identify that the question does ask to self-identify what they feel was troubling or unpleasant, and this context and understanding may change drastically between ages, genders and other factors

Cyber-Bullying

Has Anyone Sent You Messages or Pictures that Have Upset or Bullied You?
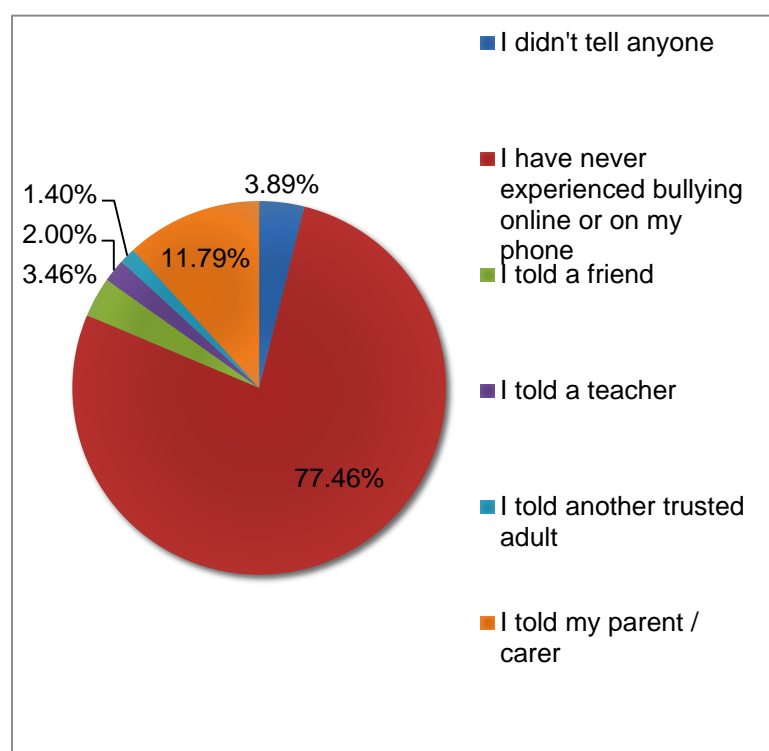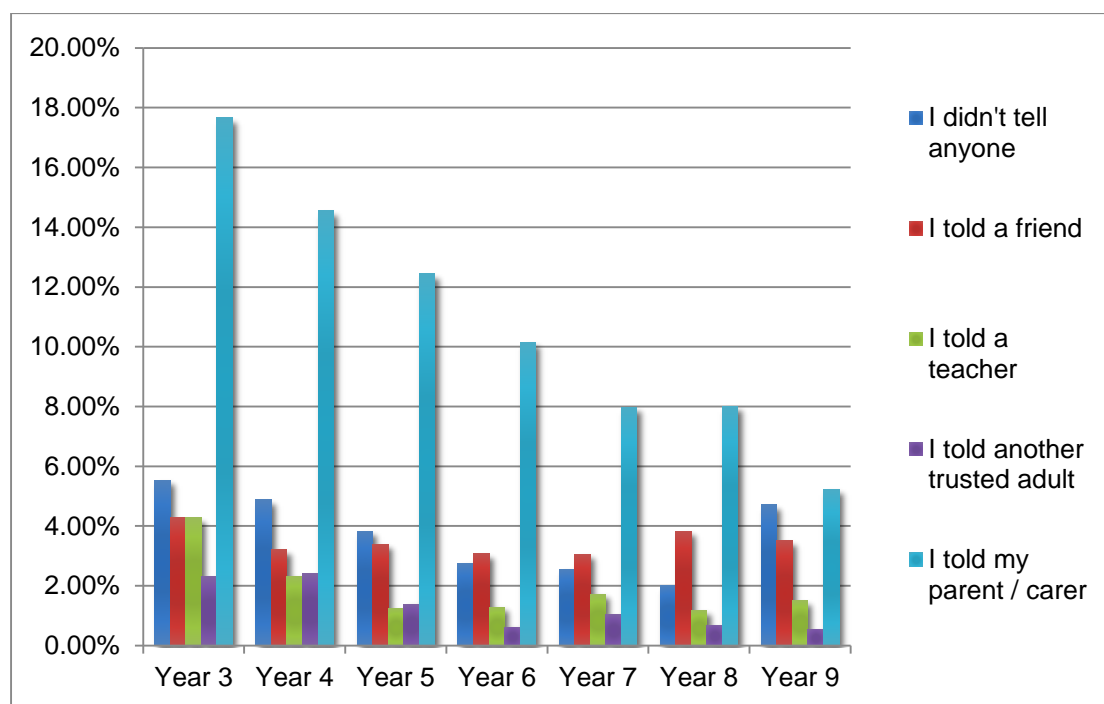
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Q1: I am a boy/girl   Boy

Count of Q17: Has anyone sent you messages or pictures that upset you or bullied you?	Column Labels							
Row Labels	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
Many times	3.31%	2.67%	1.86%	1.35%	1.18%	1.65%	1.78%	2.04%
Never	86.07%	86.98%	90.11%	90.80%	91.75%	91.60%	89.95%	89.33%
Sometimes	10.62%	10.35%	8.03%	7.85%	7.07%	6.75%	8.27%	8.63%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Q1: I am a boy/girl   Girl

Count of Q17: Has anyone sent you messages or pictures that upset you or bullied you?	Column Labels							
Row Labels	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
Many times	4.32%	1.87%	2.73%	1.58%	1.87%	0.84%	0.83%	2.23%
Never	84.88%	88.40%	85.33%	86.37%	87.16%	86.82%	86.81%	86.42%
Sometimes	10.80%	9.73%	11.94%	12.05%	10.97%	12.33%	12.36%	11.36%
(blank)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

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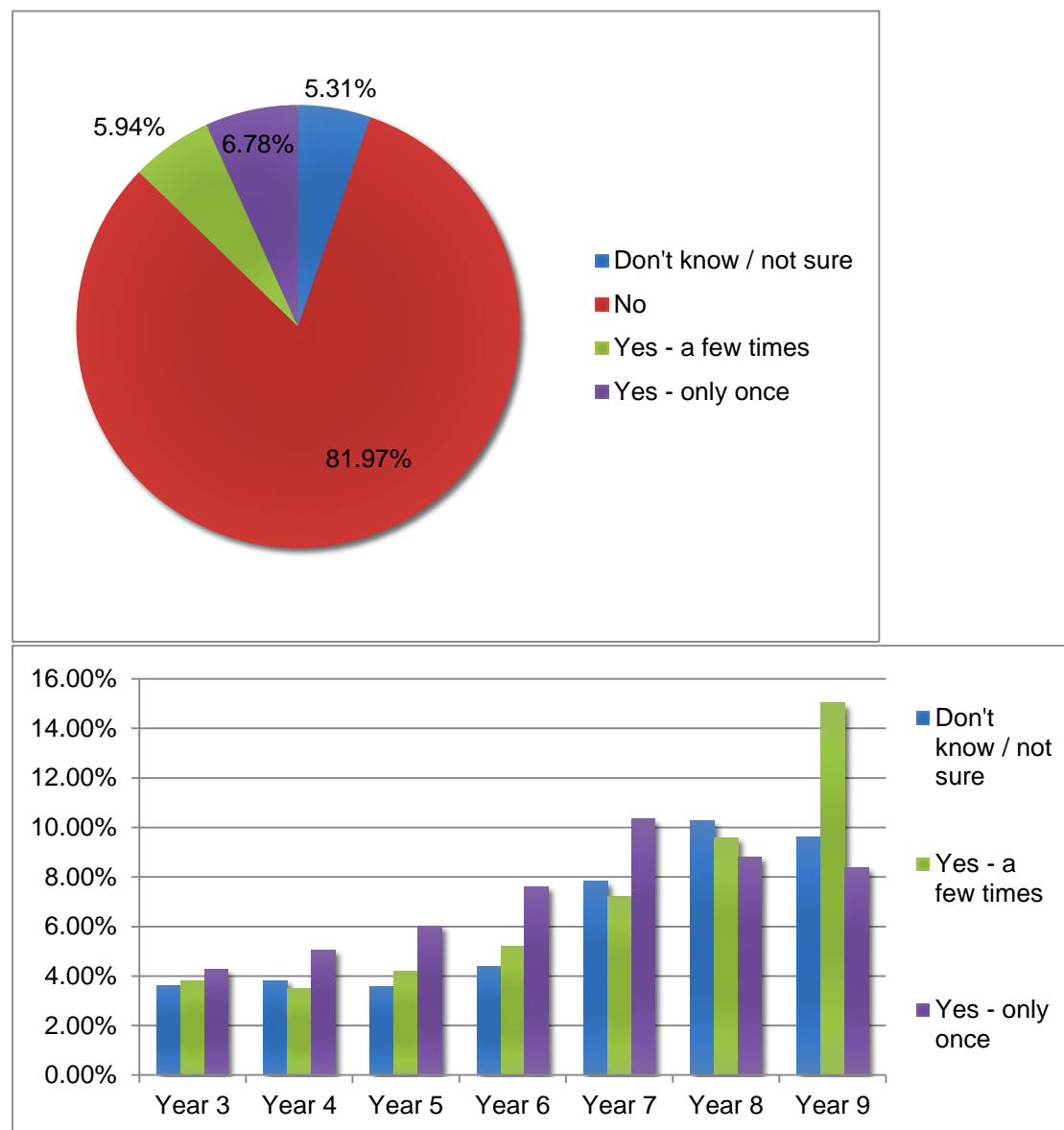**When you were sent a bullying message, who did you tell?**

Despite work in schools about talking about bullying, there still continues to be a group of children who do not tell anyone or only tell peers about Cyberbullying. It is key that schools must review policies and procedures and ensure that mentoring and peer mentors are in place for cyber as well as "traditional" bullying support.

Did it help?
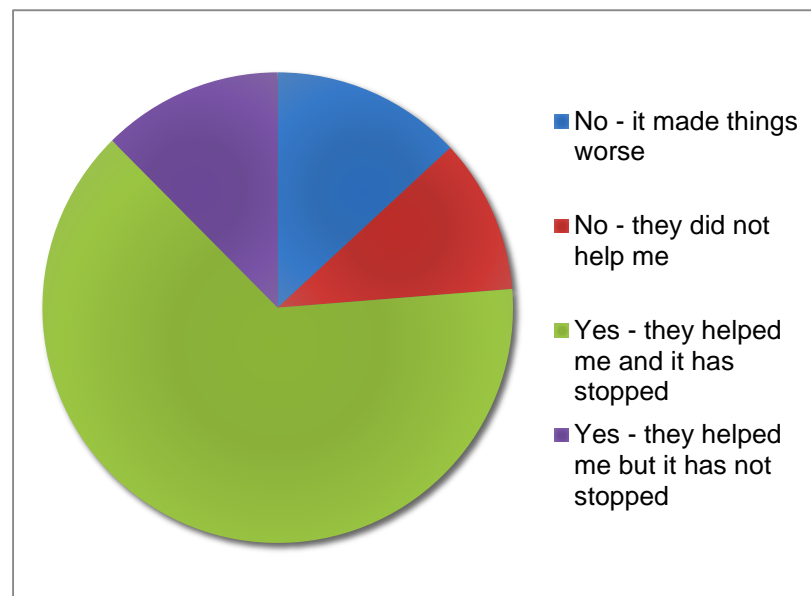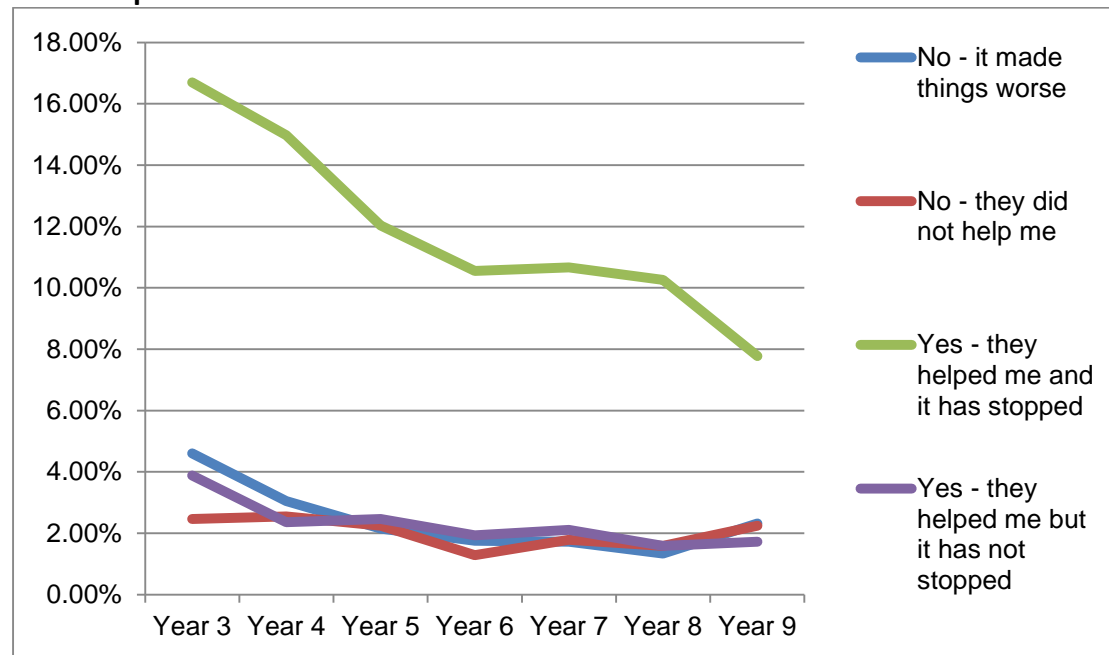
(results as proportion of those who were bullied) Despite our best efforts, sometimes support cannot help. As a school, are pupils given alternative routes to report or get help outside of school?

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Have You Ever Sent Silly, Unkind or Nasty Messages or Pictures to Someone?

Cyberbullying is a significant issue within many schools, highlighting not only the ease in which people can be bullied through these tools, but also in the changing dynamics of bullies and victims, and in particular drawing in others much easier as co-conspirator who do not see themselves as part of the problem.. [16]

We also have seen over the last few years, a significant number of teachers who find themselves bullied through online tools with studies showing significant numbers of those instances coming from pupils and parents [17].

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[16] Laugh and You're Part of It- Digizen
http://www.digizen.org/resources/cyberbullying/films/uk/laugh-at-it.aspx
[17] "Study shows a Third of Teachers have been bullied online"
http://www.bbc.co.uk/news/technology-14527103

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While the chart show that the number of pupils who have received such bullying or intentionally hurtful messages is relatively small (10%), this is still a large number per class and per school that are cyberbullied with 2% (almost 500 pupils) that are bullied and harassed in a regular and constant way using online tools as the medium.

In comparison, 12% of pupils admit to having sent an unkind or nasty message to another person, and more worrisome was a group of 5% who were "not sure". We are led to assume that they are unsure that it was unkind or worrisome rather than unsure if they sent it.

When broken down by gender however, this was a significant piece of information. Most work regards Cyberbullying, tends to focus on females as the key perpetrators and instigators. However, the data we gathered seems to indicate that it is BOYS who are more likely to admit[18] to using these tools to send unkind or nasty messages to someone.[19]

As expected however, the number of instances of sending (and receiving) such messages increases as the children get older and have more access to personal devices and media rich mobile phones and devices.

Impact

Schools must look to their policies and education plans to ensure that Cyberbullying prevention and strategies are a core part of anti-bullying policies and procedures. Schools must also identify a clear delineation between home and school and a stance on how and when the school will get involved when situations happen outside of school, on devices banned in school, on websites that are blocked in schools.

As sites like Ask.fm appear on the news as a contributor into teen suicides linked the anonymous posting tools used to bully and torment users, we must identify and encourage students to talk about issues they face on such portals as they become popular through peer mentors and other pupil facing strategies.[20]

Schools PSHE and anti-bullying programmes must talk about Cyberbullying at the same time as "traditional" bullying and that procedure is exactly the same regardless of how the bullying occurs.

Identifying why pupils were "not sure" the message they sent was an issue or not is important. This may indicate a disconnect between actions and impact when the

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[18] It is key to remember that these are self admitted senders of messages, which may skew results as some may not want to admit they have done so
[19] While this information is useful, it is important to note that we asked about silly as well as unkind or nasty messages, which perhaps may skew results depending on how the word "silly" was interpreted by users.
[20] http://www.bbc.co.uk/news/uk-england-leicestershire-23584769 Father says daughter victim of cyberbullies

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"victim" of such a message is not physically present and cannot read the intentions of the sender and as such work on the impact of words is key.

Online Contact

Have you Ever Made Friends With People Online You Did Not Know Before?
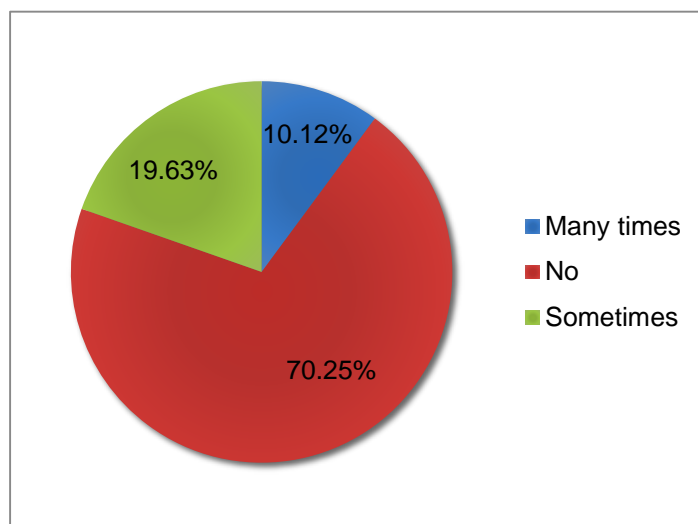
One of the most visible and discussed aspects of e-safety is the areas of "stranger danger" and "grooming" which are regularly in the press and media.

Q1: I am a boy/girl									Boy			
Count of Q22: Have you made friends with people online you did not know before?								Column Labels				
Row Labels	Year 3		Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
Many times			12.00%	14.95%	12.70%	10.62%	9.76%	10.98%	21.38%	12.89%
No			70.86%	68.33%	69.23%	67.36%	66.67%	64.49%	50.49%	66.64%
Sometimes			17.14%	16.72%	18.07%	22.02%	23.58%	24.53%	28.13%	20.46%
(blank)			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Q1: I am a boy/girl									Girl			
Count of Q22: Have you made friends with people online you did not know before?								Column Labels				
Row Labels	Year 3		Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Grand Total
Many times			7.48%	7.87%	8.05%	7.40%	4.54%	5.04%	11.81%	7.57%
No			77.11%	74.48%	71.91%	75.73%	77.43%	76.17%	59.17%	73.57%
Sometimes			15.40%	17.65%	20.04%	16.87%	18.03%	18.78%	29.02%	18.86%
(blank)			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Much of the e-safety education in schools focuses on the sexual and predatory nature of the social aspects of the Internet, and the dangers faced when chatting to people at the other end of the computer terminal who we do not know in real life. Whilst this danger is significant and troubling, there needs to be a level of perspective.

The data we have gathered, shows that while young people are becoming more savvy with the internet friendships because of media and schools focus on this topic there is still a 1 in 3 chance a child has a purely online friendship.

Have you ever met face to face with someone you only knew online? (By Response)
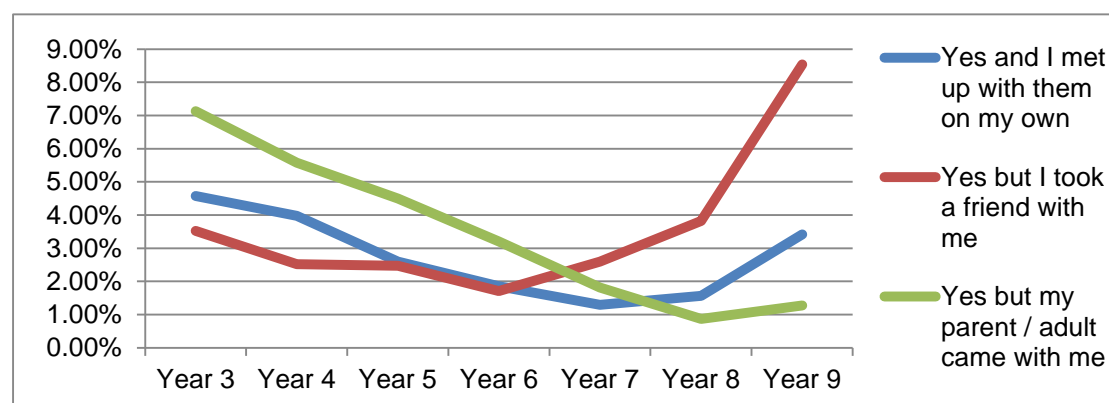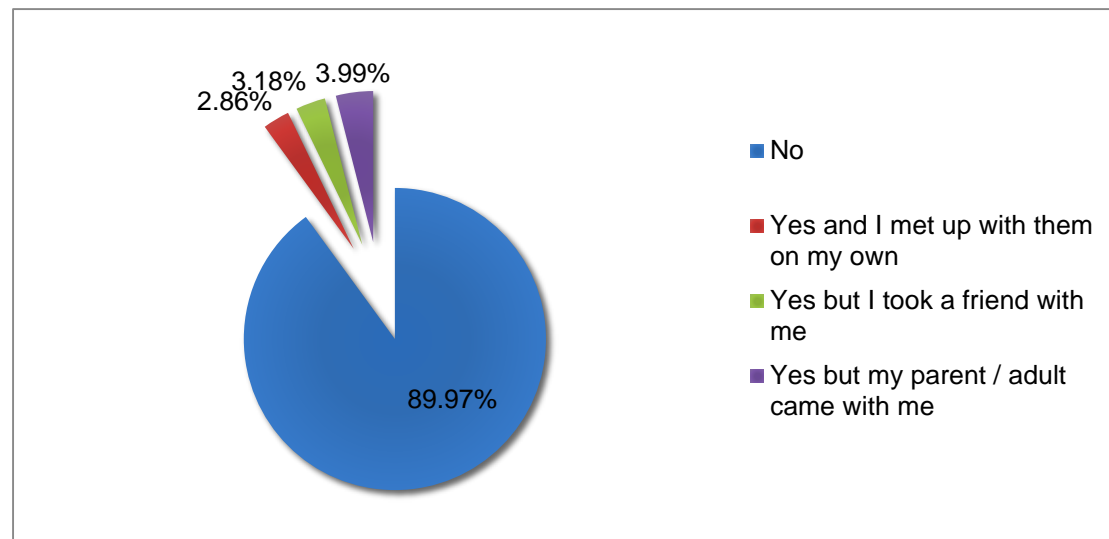

When interrogated further about the type or outcome of the meeting, the data becomes more interesting.

For this situation, data was categorized into 4 Risk Levels

- Perceived dubious response or question misunderstood
- Low risk
  - Family member, introduced by family
  - Stranger, but family mediated
  - (e.g. pen-friend that parents or teacher managed the meeting)
- Medium risk
  - Introduced by a friend
  - Chose to meet in safe conditions
    - (took friend or chose to meet at school where teachers present)

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- High risk
  - Stranger, no safety precaution
  - Person was not as they had represented themselves online
  - Listed as a friend of a friend on social networking system
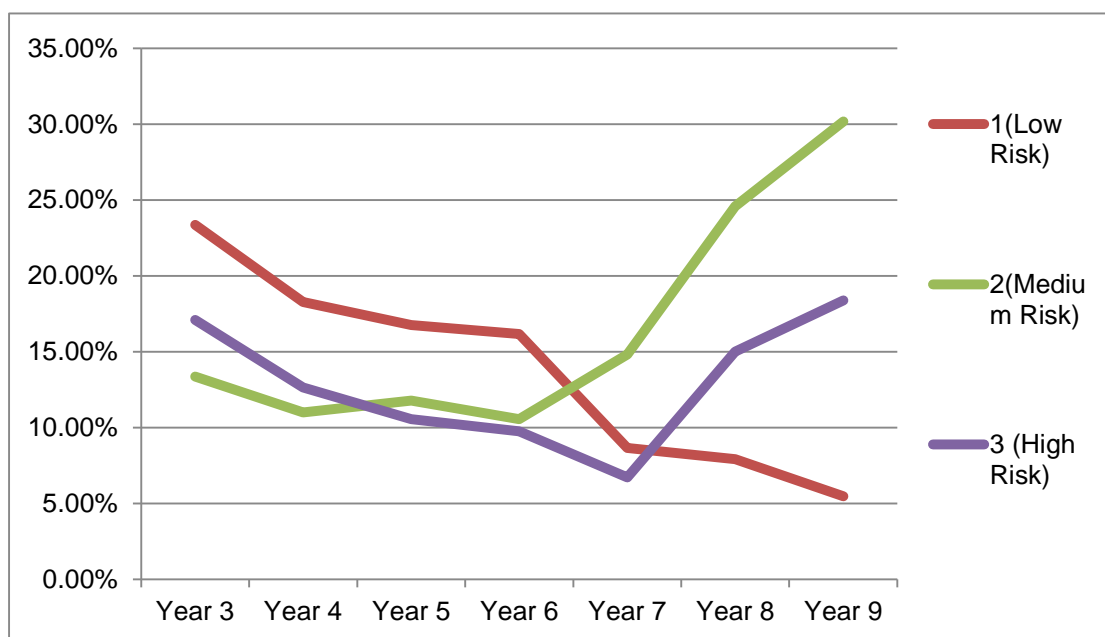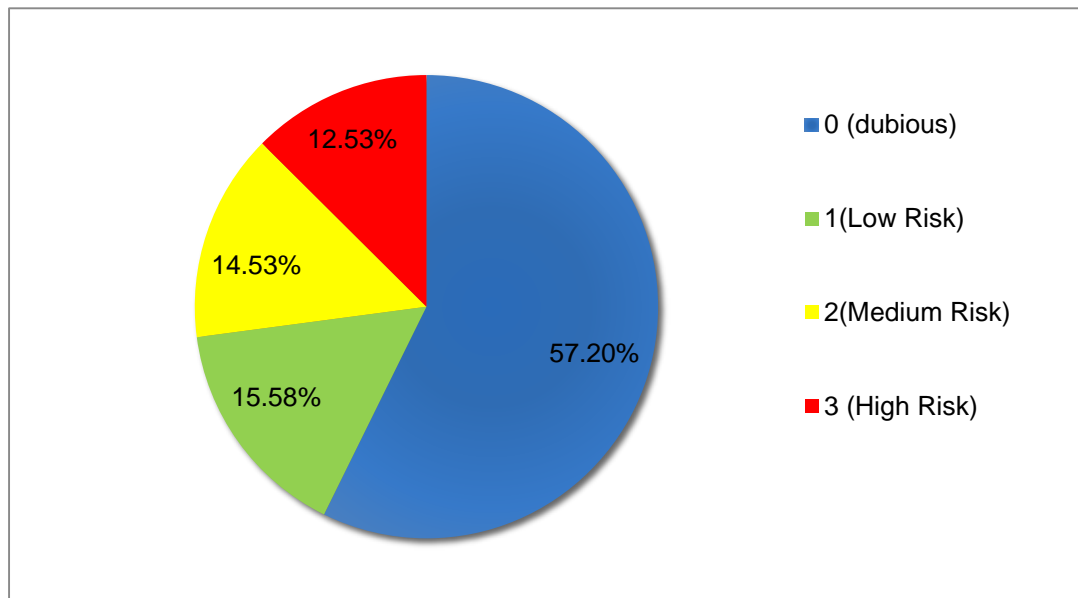
The low numbers of High Risk meetings hopefully indicates that our e-safety messages about never meeting with people and if you do, take an adult, are getting through, with only small minorities of pupils having taken online friendships into the real world. However, troubling are the large numbers of Year Threes who identified such a meeting.

Many of those face-to-face meetings tended to be with peers of a similar age, those with familial connections (cousins or family from other countries) or friends of

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friends that were known in real life. Very few (but still a high number) found themselves in situations that were unexpected or with people that had misrepresented themselves, and in all but two cases, the young people involved were aware of the potential dangers and will understand them enough to have taken someone, or once they realised it was not the person they expected, got themselves out of the situation and told an adult.

Looking at comparisons between year groups actions and responses to the same question, we can see that years 3 and 9 were more likely to meet with someone they only knew online, with year 3, more likely to meet someone on their own. By Year nine, the chances of the young person taking an adult were less than taking a friend or going by themselves.

While the drop in Year 8 can be attributed to a smaller number of responders, a lowering trend does seem to follow the patterns established from y5-7, with year 9 being the key point at which young people again start to take some risks with their online friendships and relationships as part of defining their own identity and maturity as well as potential use of dating apps and websites.

Impact

While we can infer that the message regards stranger danger at Primary is working in general, we must start that conversation much earlier in the school life of our young people, focusing on practical advice and strategies as much as we do scare stories. This should be continued into KS3 rather than hoping the message sticks when they move from primary to secondary with a focus on establishing healthy relationships and friendships.

We need to examine why there is such a dramatic upswing in y9 and why it is at this point that suddenly our young people are meeting more people in the real world from the online arena.

When we approach this subject as parents and teachers, we should be mindful that online friendships for many of our young people are just as (if not more so) important as relationships in the offline world, and we should not dismiss them as unimportant or "just online" when we discuss them.

While we focus on social networks such as Facebook and messenger systems like Skype as the starting point for many of these friendships, we need to also be mindful that many boys identified those friendships as starting on systems like Xbox Live and PlayStation network, which are rarely covered or discussed in the classroom environment.

Also, as the rise in mobile technologies hits our young people, LGBTQI students and those exploring their sexual identity may also be making relationships with people outside of the expected circles through sites and apps like Grindr and Gaydar, which too can come with significant risks if those young people feel uncomfortable or wary

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of talking to anyone about issues or contacts on or through those sites for fear of the stigma of labels and judgment by peers and adults.

Final Thought

It is key that parents and educators understand and appreciate these figures that the survey has given us, to understand that stranger danger and grooming is still an issue, but so too are a huge range of other issues and areas related to e-safety that need to be openly discussed and explored as part of a home/parent environment that values conversation and trust as much as blanket banning and filters.

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Conclusions

[E-safety].. "is not about stopping children having fun or preventing them from taking full advantage of the educational, social and entertainment benefits that the internet and video games technologies clearly offer. It is about making sure they can do so safely, as far as possible, without being exposed to harmful or inappropriate material. It's about giving parents peace of mind by helping them to protect their children from the risks posed by technology in an informed way, backed by appropriate action from Government, industry and other"
p15, Byron 2008

The Internet is a creative, challenging and exciting place.

For many of our young people, it is the first port of call for entertainment, information, media and communication. However, many of our youngsters do engage with the Internet in ways that put themselves, and others, at risk. Not only the risk of physical or emotional harm, but exposing themselves to content and ideology that may be extreme, unwelcome or wrong. They may also be at risk of exposing themselves and information about them through an inability to determine data harvesting from a trusted source including the sharing of content from private conversations in a public arena.

When combined with unprecedented access to devices, tools, media (legal and otherwise), we truly have a generation of children for whom the Internet is their playground, even before they set foot in school, and long after they leave the gates.

While computers are, and continue to be the dominant tools to access online content, increasing use of handheld tools at pre-school age, combined with the increasing numbers of younger users of proto-social networking sites like Moshi Monsters, Club Penguin and Movie Star Planet, which not only include aspects of communication, and money and purchasing in-game will have a significant impact on the subject content and concepts we must deal within an e-safety curriculum in the next 5 years.

Parents must be part of the learning process. Learning about and understanding the risks and concepts behind some of the sites that they allow access too, and also the challenges and benefits of providing individual devices in a child's bedroom that can access the internet and each other, such as games consoles, mobile phones, e-readers and tablet computers.

Much of the work we undertake in schools environments target a small group of websites and services, that can only ever be following behind the trends of our young people. When more users in the survey are on sites like YouTube than on Facebook, and we see stories of young people ending their lives because of online abuse and bullying, we must ensure that our messages are up to date and relevant to the lives our young people live today.

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The LGFL survey has been a significant tool in giving us a snapshot of that real use, but it is only a snapshot of a group of children and schools who engaged. We need the support and guidance of centres like UKCCIS and CEOP who are at the forefront of this research to enable us to continue to provide the support and education that our young people need, rather than the advice we think they should hear.

There is much work ahead of us, in an ever changing and adapting online world, but the work done on a global, national, local and home level, allows us to approach these challenges and try to protect our children in the best and most appropriate way possible.

But only if we listen to them about their world and experiences…

"New technologies are integral to the lives of all children, young people and their parents. They inspire children to be creative, communicate and learn. It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life. In educating children and young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access. We must give them the information and skills they need to be digitally literate and savvy users. This enables them to take advantage of the opportunities that new technologies can offer, as well as being able to deal with any risks that arise."
p1, Byron, 2010

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Appendix 1 the questionnaire

#	Question	Options
1	I am a...	Boy Girl
2	I am in...	All years (1 to 11)
3	Which LA are you in?	All London LAs
4	What is your school's name?	*Free text*
5	Where is a computer or laptop you use most often?	At a friend's house At a relative's house At home At school I use my mobile device or phone In a library In a youth club Somewhere else
6	How do you access the internet at home?	on a computer on a games console on a mobile phone on a TV
7	Who do you share your home device with?	I share with a brother or sister I share with whole family It's just for me
8	Where do you normally go online?	a laptop or device used in many rooms in a room mainly used by mum or dad in a shared living room in brother / sister's bedroom in my bedroom
9	What 4 things or sites do you go to on the Internet most often?	*Free text*
		Free text
		Free text
		Free text
10	What do you do often? *(select any that apply)*	school work, study / learning
		my school's Fronter room(s)
		online revision sites
		Listen to or download music
		Watch or download videos, film or TVs
		Read an e-book
		Play games consoles, e.g. Wii, XBox, DS, etc
		Play online games
		Instant chat or messaging (MSN)
		Email
		Communicate with webcam
		Social networking e.g. Twitter, Facebook
		Make videos, films, animations at home
		Other
11	if you selected "Other" please specify	*Free text*
12	Do you play computer games?	No - very rarely or never play computer games Yes - play mainly on my own

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#	Question	Options
		Yes - with friends
		Yes - with online friends
		Yes - with older brother or sister
		Yes - with my mum or dad or carer
13	If you play computer games, what are your favourites?	*Free text*
		Free text
		Free text
14	Would you like more opportunities to use computers / ICT equipment at school out of 'normal school hours'	Yes
		No
		Don't know
15	When you are NOT at school and use the Internet... Do your parents know what you do online?	Always
		Most of the time
		Never
		Some of the time
16	Have you ever found things (pictures / videos etc) on the Internet which made you feel uncomfortable or worried?	Just a few times but I did not tell an adult
		Just a few times but I told an adult
		Never
		Often, but I usually keep it to myself
		Often, but I usually tell an adult
17	Has anyone sent you messages or pictures that upset you or bullied you?	Many times
		Never
		Sometimes
18	If you have been bullied online or on your phone, did you tell anyone?	I didn't tell anyone
		I have never experienced bullying online or on my phone
		I told a friend
		I told a teacher
		I told another trusted adult
		I told my parent / carer
19	If you told someone you were being bullied online or by phone - did this help?	I have never experienced bullying online or on my phone
		No - it made things worse
		No - they did not help me
		Yes - they helped me and it has stopped
		Yes - they helped me but it has not stopped
20	Have you ever sent silly, unkind or nasty messages or pictures to someone?	Don't know / not sure
		No
		Yes - a few times
		Yes - only once
21	Do you use a social networking site, e.g. MySpace, Facebook?	No
		Yes
		Yes - it's a shared family site
		Yes - my parents helped me and monitor it
22	Have you made friends with people online you did not know before?	Many times
		No
		Sometimes
23	Have you ever then met face to face with someone you only knew online?	No
		Yes and I met up with them on my own
		Yes but I took a friend with me

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#	Question	Options
		Yes but my parent / adult came with me
24	Tell me about the person you met. Were they about your age? Were they as you expected? Do you still know them?	*Free text*
25	Which of these statements do you think are true?	ICT helps me with my school work
		ICT helps me do my homework better
		ICT helps me be more creative
		ICT helps me have more fun
		ICT helps me stay in touch with friends
		It's harder to learn things with a computer
		I'd like more help on how to search the Internet
		I'd like more help to use computer programs
		I am not interested in chatting online
		If I had a problem online I would tell a teacher
		If I had a problem online I would tell my parents
		I'd like more help with online safety
		I like using the school's Learning Platform at home
		I often help my parents use the Internet
		I never help my parents use the Internet